DOCUMENT RESUME

ED 482 853 PS 031 676

AUTHOR	Picard, Cecil J.
TITLE	Louisiana Standards for Programs Serving Four-Year-Old Children: Bulletin.
INSTITUTION	Louisiana State Dept. of Education, Baton Rouge.
REPORT NO	No-105
PUB DATE	2003-06-00
NOTE	107p.
AVAILABLE FROM	Louisiana State Department of Education, P.O. Box 94064, Baton Rouge, LA 70804-9064. Tel: 225-342-3366; Web site: http://www.doe.state.la.us. For full text: http://www.doe.state.la.us/ lde/uploads/3014.pdf.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01/PC05 Plus Postage.
DESCRIPTORS	*Academic Standards; Behavior Standards; *Child Care Centers; Developmentally Appropriate Practices; *Educational Objectives; Educational Quality; Models; *Preschool Children; Preschool Curriculum; *Preschool Education; *State Standards; Teacher Student Relationship
IDENTIFIERS	*Louisiana; Project Head Start

ABSTRACT

As part of Louisiana's efforts to expand and improve the quality of its early childhood programs, a committee of educators from across the state collaborated to develop standards for programs serving 4-year-olds. This guide presents program standards to assist the ongoing development, evaluation, and improvement of early childhood center-based programs and presents content practice standards to provide educators with a common understanding of what young children should know and be able to do. The standards were developed for all Louisiana preschoolers, including students with disabilities and those who are linguistically and culturally diverse, and as such, are not intended to be a curriculum or a checklist nor to limit any child's progress. The guide's introduction describes principles guiding the standards' development, the content standards' foundation skills, and the information literacy model for lifelong learning. The guide then presents program standards in the following areas: (1) physical environment; (2) transportation; (3) group size/ratios; (4) health/safety practices; (5) nutrition/food service; (6) family involvement/support; (7) staff qualifications and staff development; (8) interactions between staff and children and among children; (9) curriculum; (10) assessment; and (11) collaboration. Following a comparison of developmentally appropriate and inappropriate practices and a sample content standards page, content standards are then offered in the following areas: (1) cognitive development, including mathematical, science, and social studies development; (2) creative arts development; (3) health and physical development; (4) language and literacy development; and (5) social and emotional development. Each content standard delineates skill areas, broad outcomes, indicators, tips on how to assist children's optimal performance, and links to state K-4 content standards and to standards of various national organizations. All of the content standards are presented in tabular format to facilitate planning. A glossary of relevant terms, a 16-item bibliography, and lists of members of

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the standards committee and Louisiana Department of Education staff complete the guide. (KB)

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LOUISIANA STANDARDS FOR PROGRAMS SERVING FOUR-YEAR-OLD CHILDREN
Bulletin 105

PRE-K LA 4
The Road to Louisiana's Future

Reaching for Results

JUNE 2003

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STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
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http://www.doe.state.la.us

Pre-Kindergarten Standards: Louisiana's Road to the Future

Educational research has consistently proven that there is a strong correlation between the quality of early childhood experience and later academic success. Therefore, it is imperative that Louisiana's Early Childhood Education programs provide children with the foundational experiences needed for them to become successful learners. In an effort to help Louisiana's early childhood educators provide quality preschool programs, a committee of educators from across the state collaborated to develop program and content standards for programs serving four-year-old children.

The **program standards** have been developed to provide early childhood educators and administrators with recommendations to guide the ongoing development, evaluation, and improvement of early childhood center-based programs. The **content practice standards** provide early childhood educators with a common understanding of what young children should know and do. The purpose of these standards is to provide a guide for designing and implementing a curriculum that will facilitate learning and skill acquisition in each pre-kindergarten child. They are also designed to assist teachers in providing children with the foundational experiences to support later achievement of the K-12 content standards.

These program and content standards are based on research in developmentally appropriate practice for preschool children with emphasis on cognitive, language and literacy, social and emotional, and creative development. These standards have been developed for all Louisiana preschool students, including students with disabilities and students who are linguistically and culturally diverse.

Significant efforts have been made to expand and improve the quality of Louisiana's Early Childhood programs. By developing *Louisiana Standards for Programs Serving Four-Year-Old Children*, we are laying the foundation for children to become lifelong learners as well as productive citizens for the 21st century.

Your partner for better education,

Cecil J. Picard
State Superintendent of Education

Foreward

The *Louisiana Standards for Programs Serving Four-Year-Old Children* document is a framework for building a quality, developmentally appropriate pre-kindergarten program. These standards are designed to be used by teachers, administrators, directors, curriculum developers, parents, policymakers, and any others involved with programs that serve all four-year-old children.

These standards are intended to be a guide for teaching young children. They are not intended to be a curriculum or a checklist. All the individual areas of the standards are considered to be equally important and should be integrated into all the activities of the day. Also, the standards are not intended to limit any child's progress. The individual needs of each child must be met on a daily basis.

Educational research has consistently proven that there is a strong correlation between the quality of early childhood experience and later academic success. Therefore, it is imperative that Louisiana's pre-kindergarten programs provide children with the foundational experiences needed for them to become successful learners.

The Pre-Kindergarten Standards Committee

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INTRODUCTION

The Louisiana Standards for Programs Serving Four-Year-Old Children document was developed by a committee of educators from across the state. The committee consisted of representatives of higher education institutions, technical colleges, childcare, Head Start, Department of Social Services, and the Department of Health and Hospitals, as well as representatives from local school system administrators and classroom teachers. The standards were designed to address the needs of all children in all settings.

There are a number of principles that guided the development of the document :

[These *Guiding Principles* were reprinted with permission from the Connecticut State Department of Education Preschool Curriculum Framework and Benchmarks for Children in Preschool Programs (May 1999).]

- **Early learning and development are multidimensional; developmental domains are highly interrelated.**

  Development in one domain influences the development in other domains. For example, children's language skills impact their ability to engage in social interactions. Therefore, developmental domains cannot be considered in isolation of each other. The dynamic interaction of all areas of development must be considered.

- **Young children are capable and competent.**

  All children are capable of positive developmental outcomes. Therefore, there should be high expectations for all young children.

- **There are individual differences in rates of development among children.**

  Each child is unique in the rate of growth and the development of skills and competencies. Some children may have a developmental delay or disability that may require program staff to adapt expectations of individual children or adapt experiences so that they will be successful in attaining the performance standard. Additionally, each child is raised in a cultural context that may impact a child's acquisition of certain skills and competencies.

- **Children will exhibit a range of skills and competencies in any domain of development.**

  Preschool age children will exhibit a range of skills and competencies in any area of development. All children within an age group should not be expected to master each skill to the same degree of proficiency at the same time.

- **Knowledge of child growth and development and consistent expectations are essential to maximize educational experiences for children and for program development and implementation.**

  Early care and education program staff must agree on what it is they expect children to know and be able to do, within the context of child growth and development. With this knowledge, early childhood staff can make sound decisions about appropriate curriculum for the group and for individual children.

- **Families are the primary caregivers and educators of their young children.**

  Families should be aware of programmatic goals and experiences that should be provided for children and expectations for children's performance by the end of the preschool years. Program staff and families should work collaboratively to ensure that children are provided optimal learning experiences. Programs must provide families with the information they may need to support children's learning and development.

- **Young children learn through active exploration of their environment through children-initiated and teacher-selected activities.**

  The early childhood environment should provide opportunities for children to explore materials and engage in concrete activities, and to interact with peers and adults in order to construct their own understanding about the world around them. There should therefore be a range of approaches to maximize children's learning.

*LOUISIANA CONTENT STANDARDS FOUNDATION SKILLS

The Louisiana Content Standards Task Force has developed the following foundation skills, which should apply to all students in all disciplines.

1. Communication: A process by which information is exchanged and a concept of "meaning" is created and shared between individuals through a common system of symbols, signs, or behavior. Students should be able to communicate clearly, fluently, strategically, technologically, critically, and creatively in society and in a variety of workplaces. This process can best be accomplished through use of the following skills: reading, speaking, listening, viewing, and visually representing.

2. Problem-Solving: The identification of an obstacle or challenge and the subsequent application of knowledge and thinking processes, which include reasoning, decision-making, and inquiry in order to reach a solution using multiple pathways, even when no routine path is apparent.

3. Resource Access and Utilization: The process of identifying, locating, selecting, and using resource tools to help in analyzing, synthesizing, and communicating information. The identification and employment of appropriate tools, techniques, and technologies are essential to all learning processes. These resource tools include pen, pencil, and paper; audio/video materials, word processors, computers, interactive devices, telecommunication, and other emerging technologies.

4. Linking and Generating Knowledge: The effective use of cognitive processes to generate and link knowledge across the disciplines and in a variety of contexts. In order to engage in the principles of continual improvement, students must be able to transfer and elaborate on these processes. "Transfer" refers to the ability to apply a strategy or in-content knowledge effectively in a setting or context other than that in which it was originally learned. "Elaboration" refers to monitoring, adjusting, and expanding strategies into other contexts.

5. Citizenship: The application of the understanding of the ideals, rights, and responsibilities of active participation in a democratic republic that includes working respectfully and productively together for the benefit of the individual and the community; being accountable for one's choices and actions and understanding their impact on oneself and others; knowing one's civil, constitutional, and statutory rights; and mentoring others to become productive citizens and lifelong learners.

*These foundation skills were developed by the Louisiana Content Standards Task Force in 1997. This task force developed the State Standards for Curriculum Development for kindergarten through grade 12.

INFORMATION LITERACY MODEL FOR LIFELONG LEARNING

Students must become competent and independent users of information to be productive citizens of the 21st century. They must be prepared to live in an information-rich and changing global society. Due to the rapid growth of technology, the amount of information available is accelerating so quickly that teachers are no longer able to impart a complete knowledge base in a subject area. In addition, students entering the workforce must know how to access information, solve problems, make decisions, and work as part of a team. Therefore, information literacy — the ability to recognize an information need and then locate, evaluate, and effectively use the needed information — is a basic skill essential to the 21st century workplace and home. Information literate students are self-directed learners, who, individually or collaboratively, use information responsibly to create quality products and to be productive citizens. Information literacy skills must not be taught in isolation; they must be integrated across all content areas, utilizing fully the resources of the classroom, the school library media center, and the community. The Information Literacy Model for Lifelong Learning is a framework that teachers at all levels can apply to help students become independent lifelong learners.

1. Defining/Focusing: The first task is to recognize that an information need exists. Students make preliminary decisions about the type of information needed based on prior knowledge.

2. Selecting Tools and Resources: After students decide what information is needed, they then develop search strategies for locating and accessing appropriate, relevant sources in the school library media center, community libraries and agencies, resource people, and others as appropriate.

3. Extracting and Recording: Students examine the resources for readability, currency, usefulness, and bias. This task involves skimming or listening for key words, "chunking" reading, finding main ideas, and taking notes.

4. Processing Information: After recording information, students must examine and evaluate the data in order to utilize the information by categorizing, analyzing, evaluating, and comparing for bias, inadequacies, omissions, errors, and value judgments. Based on their findings, they either move on to the next step or do additional research.

5. Organizing Information: Students effectively sort, manipulate, and organize the information that was retrieved. They make decisions on how to use and communicate their findings.

6. Presenting Findings: Students apply and communicate what they have learned (e.g., research report, project, illustration, dramatization, portfolio, book, book report, map, oral/audio/visual presentation, game, bibliography, hyper stack).

7. Evaluating Efforts: Throughout the information problem solving process, students evaluate their efforts. This assists students in determining the effectiveness of the research process. The final product may be evaluated by the teacher and other qualified or interested resource persons.

PROGRAM STANDARDS

Program Standards have been developed to provide recommendations to guide the ongoing development, evaluation, and improvement of early childhood center-based programs serving four-year-old children. The goals and standards are based on research in developmentally appropriate practice for preschool children. In developing the goals and standards, the Accreditation *Standards of the National Association for the Education of Young Children (NAEYC)* and the *Head Start Performance Standards* were reviewed. The *Early Childhood Environmental Rating Scale, Revised Edition (ECERS-R)* was also reviewed and linked to the appropriate program standards.

The standards are intended to provide and maintain safe, welcoming, age-appropriate and culturally-sensitive learning environments for young children and their families. **While not all items in the Program Standards are regulation or requirements for pre-kindergarten programs, it is *recommended* that programs strive to meet and/or exceed these standards in order to ensure the quality of the programs.**

The Program Standards address the following areas:

- Physical Environment
- Transportation
- Group Size and Ratio
- Health and Safety Practices
- Nutrition and Food Service
- Family Involvement and Support
- Staff Qualifications and Staff Development
- Interactions Between Staff and Children, and Among Children
- Curriculum
- Assessment
- Collaboration

*The Louisiana Department of Education wishes to thank the Massachusetts Department of Education for the use of its **Early Childhood Standards** draft document in developing the **Program Standards for Programs Serving Four-Year-Old Children** in our state.*

AREA: PHYSICAL ENVIRONMENT

	GOAL: Both indoor and outdoor space will be safe and accessible to all children, including those with disabilities. The indoor and outdoor physical environment will reflect children's interests and offer opportunities for varied play experiences and exploration that will foster children's learning, growth and development.
	The following checklist for **PHYSICAL ENVIRONMENT** is provided for your self-assessment.
	A. The OUTDOOR PLAY AREA is safely maintained and encourages play and learning.
	1. The program maintains or has access to an outdoor play area, accessible to all young children including children with disabilities, with a minimum of 75 usable square feet per child for the number of children who are outside at any one time. Outdoor play for groups may be scheduled at alternating time periods to allow for space.
	2. There is play equipment of sufficient quantity and variety and appropriate to the needs and ages of the children.
	3. There is an appropriate safety surface material under all playground equipment as recommended by the consumer products safety commission.
	4. Equipment that encourages active physical play (trampolines are prohibited) and quiet play or activity is available.
	5. All play equipment and equipment necessary for the operation of pre-kindergarten programs is maintained in good repair.
	6. There is a play space that is accessible from the classroom building without the necessity of crossing a street.
	7. The outdoor play space is enclosed with a fence or other barrier to protect the children from traffic hazards, to prevent children from leaving the premises without proper supervision, and to prevent contact with animals or unauthorized persons.
	8. The area of the facility and yard that children may access is clean and free from hazards.
	9. Crawlspaces and mechanical, electrical and other hazardous equipment are inaccessible to children.
	10. Fencing is around areas where there are open cisterns, wells, ditches, fishponds, and swimming pools or other bodies of water.
	11. There is a shady area available for children's play.
	12. The program has addressed the requirements of ECERS-R, Items 7, 8, and 29, through self-assessment and on-site monitoring, and has obtained a minimum score of at least 5 for each item.
	B. The INDOOR ENVIRONMENT is safely maintained.
	1. There is a minimum of 35 square feet per child of usable indoor classroom activity space, exclusive of hallways, lockers, bathrooms, kitchens, closets, offices, and areas regularly used for other purposes, such as sleeping or dining.
	2. The indoor environment is safe, clean and physically accessible to all young children, including those with disabilities.
	3. The area of the facility that children may access is clean, free from hazards, and in good repair.
	4. The program has addressed the requirements of ECERS-R, Item 1, through self-assessment and on-site monitoring, and has obtained a minimum score of at least 5 for each item.
	5. There is access to ample storage/file space, and there is convenient storage for personal belongings.
	6. There is satisfactory space for conferences and adult group gatherings.

C. The ENVIRONMENT protects the health and safety of children.	
	1. The pre-kindergarten program site meets each of the annual fire prevention and safety requirements (the Office of State Fire Marshal and/or City Fire Department) for schools. For immediate reference, refer to the school/district policy.
	2. All areas of the site used by the children, including sleep areas, are properly heated, cooled, ventilated, and lighted to prevent extreme conditions.
	3. The pre-kindergarten bathrooms and handwashing areas are located within the classroom. If not, the bathrooms and handwashing areas are in close proximity and easily accessible to the classroom.
	4. Secure railing is provided for flights of more than three steps and for porches more than three feet from the ground.
	5. Gates are provided at the head or foot of each flight of stairs to which children have access.
	6. Accordion gates are prohibited unless there is documentation on file that the gate meets requirements as approved by the Office of Public Health, Sanitation Services.
	7. There is a working and readily available telephone at each site that is accessible to the teacher, teacher assistant, and/or administrative staff. (Coin operated phones are not allowed for this purpose.)
	8. Appropriate emergency numbers for the local fire department, police department, poison control, and local medical facility are prominently posted on or near the telephone.
	9. The exact geographical location and address of each pre-kindergarten classroom is posted with the emergency numbers.
	10. Prescription and over-the-counter medications, poisons, cleaning supplies, harmful chemicals, equipment, tools and any substance with a warning label stating it is harmful is locked in a room or in cabinets inaccessible to children.
	11. Refrigerated medication is in a secure container to prevent access by children and to avoid contamination of food.
	12. First aid supplies are available at the site.
	13. The LEA prohibits the use of alcohol and the use or possession of illegal substances or unauthorized potentially toxic substances, firearms, pellet, or BB guns (loaded or unloaded) in the classroom, on the playground, and on any pre-kindergarten class field trip.
	14. The LEA prohibits the use of tobacco in any form in indoor areas, on the playground, and on any sponsored field trips.
	15. The entire site is checked after the last child departs to ensure that no child is left unattended at the end of each day. Documentation includes date, time, and signature of staff conducting the visual check and is reviewed periodically and signed/initialed by the school principal (or the person of highest authority) to ensure that the procedure is consistently followed.
D. There are REST or SLEEP periods.	
	1. The daily schedule allows for adequate nutrition and rest, with alternating periods of active and quiet activity. The recommended rest period is one hour or not more than 20% of the day except to address the specific needs of individual children. (See *Bulletin 741*, Standard 2.090.03 for minimum time requirements for preschool.)
	2. A space and quiet activities are provided for children who do not sleep.
	3. Each child is provided with a cot, mat, or crib (cribs may be necessary for children with specific disabilities) of appropriate size, height, and material, sufficient to ensure his/her health and safety.
	4. If mats are used, they are of adequate size and material to provide for the health and safety of the child.

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D. There are REST or SLEEP periods. (continued...)	
	5. Either the school or the parent provides labeled sheets for children to lie on, unless the cots or mats are covered with vinyl or another washable surface.
	6. Either the school or the parent provides a labeled sheet or blanket for covering the child.
	7. Cots, mats, or cribs are spaced at least 18 inches apart when in use, with a head/toe arrangement so that no two children's heads are adjacent.
	8. The program has addressed the requirements of ECERS-R, Item 11, through self-assessment and on-site monitoring, and has obtained a minimum score of at least 5 for each item.
E. There is a defined CLASSROOM ARRANGEMENT that offers appropriate play and storage areas.	
	1. Indoor play areas are defined clearly by spatial arrangement.
	2. There is sufficient child-sized furniture for routine care, play and learning.
	3. There are low, open shelves, bins or other open containers within easy reach of the children for the storage of play materials in each play area. Toy chests with attached lids are prohibited.
	4. Shelves and containers are clearly labeled for independent use by children.
	5. There is space set aside for children to play alone or with a friend, protected from intrusion from other children.
	6. There is an individual, labeled space for each child's personal belongings.
	7. There are child-related displays that show work done by the children and that relate to the current activities.
F. There is physical ACCESS FOR PERSONS WITH DISABILITIES.	
	1. The program ensures access for persons with disabilities by compliance with Title 2 of the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973.
	2. The program makes reasonable accommodations for children with disabilities and provides access to the full range of activities provided by the program.
	3. A child who is identified as eligible for special education and/or related services under the Individuals with Disabilities Education Act (IDEA) through *Louisiana Bulletin 1706* and *Louisiana's IEP Handbook for Students with Disabilities* – is **NOT** denied access to pre-kindergarten classes and/or before-and-after school care. The National Association for the Education of Young Children (NAEYC) and the Division for Early Childhood (DEC), Council for Exceptional Children have identified inclusive programs as the preferred service delivery option for most young children with disabilities. However, the most appropriate placement should be determined through the Individualized Education Program (IEP) process. (See *Louisiana's IEP Handbook for Students with Disabilities*, July 2000, pages 20 and 21 and *Bulletin 1706, Subpart A, Regulations for Students with Disabilities Act*, July 2000, page 41, 52.) The child having an IEP placement in a pre-kindergarten class with typically developing peers **should not** be removed from the class roster for any reason without the IEP team reconvening to determine the most appropriate placement.
	4. The program has addressed the requirements of ECERS-R, Item 37, through self-assessment and on-site monitoring, and has obtained a minimum score of at least 5 for each item.

AREA: TRANSPORTATION

GOAL: Transportation is provided in a safe and efficient manner.	
The following checklist for **TRANSPORTATION** is provided for your self-assessment.	
A. TRANSPORTING pre-kindergarten students, including those with disabilities.	
	1. Transportation is provided to pre-kindergarten students to ensure that each child is present for the educational/instructional portion of the day.
	2. Transportation to and from the before-and-after school care site may be provided.
	3. The teachers and staff, in cooperation with parents, work to ensure the health and safety of children while being transported.
	4. Pre-kindergarten students who are provided bus transportation are dropped off to the parent or a designated individual.
	5. A communication device (i.e., cell phone, walkie talkie, etc.) is provided and in working order.
	6. For children with disabilities, transportation services meet the requirements of the child's Individual Education Plan.

AREA: GROUP RATIO AND SIZE

GOAL: The program will have the number of staff necessary to provide adequate group supervision and to provide individual attention to children in order to promote their development in all domains.	
The following checklist for **GROUP RATIO AND SIZE** is provided for your self-assessment.	
A. The program maintains at least minimum STAFF/CHILD RATIOS.	
	1. Children are supervised at all times.
	2. Each classroom has no more than a maximum of 20 children enrolled.
	3. Each class has a child-to-adult staff member ratio of no more than 10 to 1 which is maintained at all times.
	4. The staffing in each class is adequate to meet the needs of all children, including children with disabilities.

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AREA: HEALTH AND SAFETY PRACTICES

GOAL: The program will be operated in a way that fosters healthy development and safety of children.	
The following checklist for **HEALTH AND SAFETY PRACTICES** is provided for your self-assessment.	
A. HEALTH CARE and SAFETY Policy	
	1. The program has a written health care policy that ensures that the appropriate actions are taken to ensure that the health requirements of all children are met, including those with disabilities and specifically identified health needs.
	2. The written health care policy includes, but is not limited to, plans and procedures to address the following areas:
	• Appropriate emergency numbers for the local fire department, police department, poison control, and local medical facility are prominently posted on or near the telephone.
	• Using and maintaining first aid equipment.
	• Meeting individual children's specific health needs, including, but not limited to, identifying children's allergies and ensuring that children are not exposed to foods, chemicals or other materials to which they are allergic. (An individual plan should be developed with a medical professional.)
	3. The program has a written plan concerning the management of children who become ill while at school, including notification of parents.
	4. The program staff members are trained in CPR and Pediatric First Aid and refresher courses are provided once a year.
	5. The program has a plan for the prevention of injuries, including but not limited to, monitoring the program daily to remove or repair any facility, equipment, or materials that may cause injury.
	• All toxic substances, medications, sharp objects and other hazardous objects are stored in a secure/locked place out of reach of the children.
	• Labeling of all containers with contents in order to facilitate contacting the Poison Control Center.
	6. The program has addressed the requirements of ECERS-R, Item 43 through self-assessment and on-site monitoring, and has obtained a minimum score of at least 5 for each item.
B. Child HEALTH RECORDS	
	1. A written, confidential health record is maintained for each child as part of the child's individual record.
	2. Individual child health records include, but are not limited to, the following:
	• Record of immunizations or current religious or medical exemption

B. Child HEALTH RECORDS (continued...)	
	3. Individual child health records include, but are not limited to, the following:
	• Record of immunizations or current religious or medical exemption
	• Pertinent health history (such as allergies or chronic conditions)
	• Log of medications administered and permission form for administration of medications
	• Log or copy of injury reports
	• Vision, hearing, developmental, and dental screening results and health-related referrals
C. Child ABUSE AND NEGLECT	
	1. The program has written procedures for protecting children against abuse and neglect, including, but not limited to, the following:
	• Each staff member is provided with a written statement clearly defining child abuse and neglect.
	• All staff receives training regarding policies, procedures, and legal and professional responsibilities about reporting suspected child abuse/neglect.
D. Medical EMERGENCY/EVACUATION PLAN	
	1. The program has plans for medical emergencies and evacuation procedures.
	2. First aid supplies are adequate in variety and quantity and do not have outdated expiration dates. A plan exists for regularly checking for completeness and outdated expiration dates.
	• The first aid supply kit includes, but is not limited to: adhesive tape, Band-Aids, bandage compress, gauze pads, gauze roller bandage, disposable gloves, instant cold pack, syrup of ipecac, water, scissors, tweezers, and thermometer.
	3. The program has an evacuation plan which includes, but is not limited to, the following:
	• Specific procedures for any children who may need additional assistance during evacuation, including those children with disabilities.
	• Evacuation procedures are practiced with all teachers and staff, and all groups of children at least every other month, or more often if required by local guidelines.
E. Children's CLOTHING	
	1. Children are dressed appropriately for indoor and outdoor activities.
	2. An adequate supply of dry indoor and outdoor clothing in a variety of appropriate sizes is available at the pre-kindergarten site.
F. CLEANING	
	1. All cleaning supplies and disinfectants are stored in a secure place and out of reach of children.
	2. Trash is removed from all indoor spaces daily.
	3. Stuffed animals and other fabric toys are used only if machine washable and cleaned monthly.
	4. Toys and materials used by the children are cleaned and sanitized at least once a week or more frequently if needed.
G. PERSONAL HYGIENE of Staff/Children	
	1. All staff is trained in infection control procedures.
	2. Staff educates children about and promotes hand washing and universal precautions.
	3. Bodily fluids and accompanying tools are cleaned and disinfected immediately.

G. PERSONAL HYGIENE of Staff/Children (continued...)	
	4. Toileting is done in a sanitary and appropriate manner to meet the emotional and physical needs of each individual child, including those with disabilities.
	5. Children's personal items and clothing that are soiled are sealed in a plastic bag and sent home for laundering.
	6. The program has addressed the requirements of ECERS-R, Item 13 through self-assessment and on-site monitoring, and has obtained a minimum score of at least 5 for each item.
H. PETS	
	1. Before introducing a pet to the program, teachers and staff consider the effect on all children's health and safety, including but not limited to, allergies.

AREA: NUTRITION AND FOOD SERVICE

GOAL: Children will be provided with experiences that promote adequate nutrition and good eating habits.	
The following checklist for **NUTRITION AND FOOD SERVICE** is provided for your self-assessment.	
A. Food is served in POSITIVE, RELAXED, SOCIAL atmosphere.	
	1. Children are given sufficient time at mealtimes and snacks for each child to eat at a reasonable, leisurely rate.
	2. Food is NOT used as a reward or punishment.
	3. Children are not forced to finish all their food.
	4. No child is denied a meal for any reason other than written medical direction.
	5. Children are encouraged without coercing or negative consequences to eat a well-balanced diet.
	6. Foods that are representative of the children's cultural backgrounds are served periodically.
	7. The program has addressed the requirements of ECERS-R, Item 10 through self-assessment and on-site monitoring, and has obtained a minimum score of at least 5 for each item.

AREA: FAMILY INVOLVEMENT & SUPPORT

Goal: The staff will coordinate the provision of support services for all enrolled pre-kindergarten children and their families to support maximum early education and care benefits to children so that they are well prepared for formal schooling, and therefore, more likely to experience later academic success.

The following checklist for **FAMILY INVOLVEMENT AND SUPPORT** is provided for your self-assessment.	
A. WRITTEN information is provided to parents.	
	1. Written information about the program is given to parent(s) or guardian(s) upon admission.
	2. Information is provided to parent(s) or guardian(s) in the form of a parent handbook or other appropriate mechanism.
	3. Parents/guardians and the LEA have signed a Home and School Compact. The Local Education Agency (LEA) has collaborated with parent representatives to develop this compact. Each party has received a copy of the signed document.
	4. The program has addressed the requirements of ECERS-R, Item 38, through self-assessment and on-site monitoring, and has obtained a minimum score of at least 5 for each item.
B. The program provides an ORIENTATION process.	
	1. The program has conducted a Program Orientation for Families for parents/guardians of children entering pre-kindergarten before (or not later than 20 working days after) the school system commences the pre-kindergarten program.
	2. The orientation process includes the opportunity to visit the classroom, meet the on-site-administrator, review written material, and observe and talk with teachers and staff prior to enrollment.
	3. Programs assist families whose primary language is other than English or who require use of alternative communication methods to understand the program.
	4. The program has addressed the requirements of ECERS-R, Item 38, through self-assessment and on-site monitoring, and has obtained a minimum score of at least 5 for each item.
C. The program has a system to gather FAMILY/CHILD INFORMATION.	
	1. There is a process that enables the program to learn about the child's and the family's interests and needs.
	2. There is a process for completing pre-testing for every child within two weeks of program commencement.
	3. There is a process for completing post-testing for every child within two weeks of end of the school year.
	4. The program has addressed the requirements of ECERS-R, Item 38, through self-assessment and on-site monitoring, and has obtained a minimum score of at least 5 for each item.

D. The program provides PARENTING SUPPORT.	
	1. Parents' knowledge of child development and involvement with their children's educational experiences are enhanced through a variety of informational parenting seminars, volunteer opportunities at the school, parent/teacher conferences, etc.
	2. Seminars and conferences are flexibly scheduled to accommodate working parents/guardians.
	3. Parents/guardians suspected of experiencing emotional difficulties which impede their positive parenting abilities are provided with referrals for appropriate services, including crisis intervention services.
	4. Parents or guardians of children enrolled in pre-kindergarten are informed of all locally available adult education opportunities (such as Even Start, GED programs, vocational/technical schools) to increase literacy levels.
	5. Parents or guardians of children enrolled in pre-kindergarten are informed of all locally available employment counseling services related to available opportunities, training requirements for these positions, and counseling to support the employment interview process.
	6. Opportunities are provided for parents to enhance their knowledge of child development, positive parenting, educational, employment, and health resource information through workshops in collaboration with the pre-kindergarten teachers and school administrators.
	7. Regularly scheduled meetings are held with pre-kindergarten teachers to discuss relevant information concerning support for children and families.
	8. There is a process for assisting with transition activities, such as locating and obtaining all necessary documentation and health-related requirements for kindergarten entry the following year.
	9. The program has addressed the requirements of ECERS-R, Item 38, through self-assessment and on-site monitoring, and has obtained a minimum score of at least 5 for each item.
E. There are mechanisms in place for PARENT PARTICIPATION.	
	1. A variety of opportunities are provided for parents to participate in the pre-kindergarten program activities, facilitating their success as partners in promotion of the academic success of their children.
	2. The program permits and encourages unannounced visits by parents while their child is present; however, all school policies for visitors must be followed.
	3. The program has a process for allowing parents to provide input in the development of program policy.
	4. The program has addressed the requirements of ECERS-R, Item 38, through self-assessment and on-site monitoring, and has obtained a minimum score of at least 5 for each item.
F. There are mechanisms in place for PARENT/STAFF COMMUNICATION.	
	1. There is a verbal and/or written system of communication in the parent's preferred language, when reasonable, for sharing information between parent and staff.
	2. Staff uses arrival and departure as a time to share information with parents.
	3. Changes in a child's physical or emotional state, special problems or significant developments are brought to the parent's attention as soon as they arise.

F. There are mechanisms in place for PARENT/STAFF COMMUNICATION. (continued...)	
	4. Parents are informed about the program through regular means such as newsletters, postings on bulletin boards, frequent notes, telephone calls, and other similar measures.
	5. The program has addressed the requirements of ECERS-R, Items 9 and 38, through self-assessment and on-site monitoring, and has obtained a minimum score of at least 5 for each item.
G. There are REPORTS AND CONFERENCES offered to parents.	
	1. A minimum of two individual conferences per year between the teacher and the parent/guardian are offered and documented in each child's file.
	2. Portfolios are kept up-to-date in the classroom and available for review by the child's parent/guardian.
	3. The program has addressed the requirements of ECERS-R, Item 38, through self-assessment and on-site monitoring, and has obtained a minimum score of at least 5 for each item.

AREA: STAFF QUALIFICATIONS & STAFF DEVELOPMENT

GOAL: The program will be sufficiently staffed by well-qualified adults who understand child development and who recognize and provide for children's individual needs and differences. Staff will participate in ongoing staff development. The program will encourage staff to further their education and training.

The following checklist for **STAFF QUALIFICATIONS & STAFF DEVELOPMENT** is provided for your self-assessment.

A. There are common REQUIREMENTS FOR ALL STAFF.

1. The program ensures that high quality staff is hired for all positions, including support and custodial staff, teacher assistants, teachers, and administrative staff.
2. The program keeps the appropriate registration, certification, or license in the personnel file for all staff.
3. All personnel having contact with children enrolled in the program's pre-kindergarten programs have had a criminal background check and must comply with all other hiring procedures required by the school system. Documentation is on file with the school system.

B. The program is in compliance with requirements for a TEACHER.

1. All teachers possess one of the following credentials:
   a. A valid and current Louisiana *teaching certificate* in Nursery School Education, Kindergarten, or Early Intervention
   b. A valid and current Louisiana *teaching certificate* in Elementary Education and an Out-of-Field Authorization to Teach (OFAT) in Kindergarten, Nursery School, or Early Intervention
   c. An *uncertified teacher* with a baccalaureate degree and a Temporary Authority to Teach (TAT), Temporary Employment Permit (TEP), or an Out-of-State Provisional Certificate (OP).
2. For teachers, employed from categories B and C above, employed for the second and any additional years, documentation that s/he is working toward obtaining a Louisiana teaching certificate in one of the areas of certification listed above has been provided. Documentation that the teacher has taken at least 6 hours from a college/university has been submitted to the Department of Education.

C. The program is in compliance with the requirements for TEACHER ASSISTANT/TEACHER AIDE/PARAPROFESSIONAL.

1. The program abides by the requirements listed below:
   a. Possess at least a CDA (Child Development Associate) certificate or an Associate's Degree in a closely related field.
   b. Has extended experience in assuming responsibility and caring for a group of preschool age children (children younger than five years of age).
   c. Possess proficient oral and written communication skills.
   d. All other school system, state, and federal requirements for employment.

D. The program is in compliance with requirements for the RESOURCE COORDINATOR.	
	1. The program has access to a person to coordinate the provision of support services for all enrolled pre-kindergarten children who would benefit from such assistance and their families. These services are intended to support maximum early education and care benefits to children so that they are well prepared for formal schooling, and therefore, more likely to experience later academic success.
	2. Persons providing resource coordination services shall meet the following requirements:
	a. Possesses a baccalaureate degree in Social Work, Psychology, Child Welfare, or other field closely related to providing social services to families of young children.
	b. Possesses proficient oral and written communication skills.
E. There are opportunities for STAFF DEVELOPMENT.	
	1. All pre-kindergarten teachers, teacher assistants, and caregivers providing services in participating school systems shall be required to attend curriculum training in order to effectively implement the pre-kindergarten curriculum model selected by the school system.
	2. Annual professional development for continuing education is required for all staff working directly with pre-kindergarten children. This continuing education includes no less than 18 clock hours annually.
	3. Continuing education opportunities include various early childhood education topics, including, but not limited to, the following: early language and literacy development, brain research, technology, health and safety, child growth and development, curriculum planning, guidance and discipline techniques, community collaboration, communication/relations with families, working with culturally and/or linguistically diverse children and families, detecting and reporting child abuse and neglect, advocacy for early childhood programs and the profession, and the profession's code of ethical conduct.
	4. Staff development programs include a variety of experiences, such as classroom observations, individual consultations, group workshops, visits to other programs, and attendance at conferences.
	5. Documentation of the required professional development for the teacher and assistant is kept on file at the pre-kindergarten program site.
	6. At least three hours of training time is dedicated to inclusion of children with disabilities.
	7. The program has addressed the requirements of ECERS-R, Item 43 through self-assessment and on-site monitoring, and has obtained a minimum score of at least 5 for each item.
F. The program has a process for STAFF ORIENTATION.	
	1. All pre-kindergarten teachers, teacher assistants, and caregivers providing services should have attended curriculum training prior to commencement of the program each school year, in order to effectively implement the pre-kindergarten curriculum model selected by the school system.
	2. The LEA has collaborated with other governmentally funded and interested private providers of early education and care to children in the school system's jurisdiction who may benefit from the curriculum training opportunity.

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AREA: INTERACTIONS BETWEEN STAFF AND CHILDREN, AND AMONG CHILDREN

GOAL: Each child's unique identity, language and cultural background are respected through warm, personal interactions between staff and children. Staff is supportive and responsive to children and facilitates interactions among children. Staff promotes the development of social skills, language, intellectual and emotional growth. Discipline is designed to develop self-discipline and problem-solving strategies.

The following checklist for **INTERACTIONS BETWEEN STAFF AND CHILDREN, AND AMONG CHILDREN** is provided for your self-assessment.

A.	**There are opportunities for POSITIVE PEER INTERACTIONS.**
	1. The classroom environment and activities are designed to promote peer interaction for a major part of the child's day.
	2. Staff models and encourages cooperation and responsible behaviors among children.
	3. Children are given opportunities to choose from a variety of activities in which they can play alone or with one or several peers.
	4. Children appear comfortable, relaxed, happy, and involved in play and other activities.
	5. Staff assists children in dealing with emotions such as anger, sadness, and frustration by comforting, identifying feelings, and helping children use words to solve their problems.
	6. Staff encourages pro-social behaviors among children, including cooperating, helping, sharing, and taking turns.
	7. The program has addressed the requirements of ECERS-R, Items 16 and 33 through self-assessment and on-site monitoring, and has obtained a minimum score of at least 5 for each item.
B.	**There are POSITIVE STAFF/CHILD INTERACTIONS.**
	1. Staff greets children and parents warmly.
	2. Staff has frequent meaningful conversations with children and is responsive to children's needs, temperaments, learning styles, and interests.
	3. Staff assists children and encourage them to be involved and to share experiences, ideas, and feelings.
	4. Staff is physically at the child's level when communicating with them most of the time.
	5. Staff talks to individual children rather than to the whole group most of the time.
	6. Staff frequently uses open-ended questions and statements when conversing with children.
	7. The program has addressed the requirements of ECERS-R, Items 9, 16, 18, 32 and 33 through self-assessment and on-site monitoring, and has obtained a minimum score of at least 5 for each item.
C.	**The staff relates FAIRLY AND EQUITABLY to all children and adults.**
	1. Staff treats all children and adults with equal respect and consideration regardless of race, age, language, religion, culture, and family composition.
	2. Staff provides all children with equal opportunities to participate in all activities, including those with disabilities and whose primary language is not English.
	3. The program has addressed the requirements of ECERS-R, Item 28 through self-assessment and on-site monitoring, and has obtained a minimum score of at least 5 for each item.

D. The staff fosters INDEPENDENCE in all children.	
	1. Staff provides guidance to assist children in solving problems and making decisions.
	2. Opportunities are provided to all children to develop self-help skills such as dressing, personal hygiene, tying shoes and using eating utensils appropriately. Accommodations are provided for children with disabilities, as needed.
	3. Materials and equipment are arranged in a manner that is visible and readily accessible to children, so that children may select, remove and replace the materials independently or with minimal assistance.
	4. The program has addressed the requirements of ECERS-R, Items 4 and 13 through self-assessment and on-site monitoring, and has obtained a minimum score of at least 5 for each item.
E. Children's BEHAVIOR is managed in a positive manner.	
	1. Discipline is based on an understanding of each child's individual needs and development.
	2. The program has written procedures for behavior management appropriate for four-year-olds, including positive techniques, such as modeling, redirection, positive reinforcement and encouragement. The procedures are provided to and discussed with parents at the time of enrollment.
	3. Staff and children develop clear, consistent and developmentally appropriate rules.
	4. Facility arrangement, daily scheduling and allowing children to solve their own conflicts with appropriate guidance, are used to facilitate the development of self-discipline in children.
	5. Punishment is not discipline or guidance. The following punishments are never used: abusive or neglectful treatments of children, including corporal punishment, isolation, verbal abuse, humiliation and denial of outdoor time, food or basic needs; punishment of soiling, wetting or not using the toilet, including forcing a child to remain in soiled clothing, to remain on the toilet, or any other unusual or excessive practices for toileting.
	6. If a child without an IEP continually causes physical harm to himself/herself or others or continually impedes the learning of himself/herself and others because of other challenging behavior, the following procedure is followed: a. The pre-kindergarten teacher has implemented appropriate interventions and consulted with the parent/guardian and other appropriate consultants, including the resource coordinator, if one is available. b. A referral to the School Building Level Committee has been made. If a decision is made to request emergency removal of the child from the classroom, then the child is also suspected of being in need of special education services and is due the same safeguards as a child receiving special education services. (These procedures are specified in *Bulletin 1706, Subpart A, Regulations for Students with Disabilities Act,* July 2000, page 78 and 83, part L and in *Louisiana's IEP Handbook for Students with Disabilities*, July 2000, pages 129-133.)
	7. The program has addressed the requirements of ECERS-R, Item 31 through self-assessment and on-site monitoring, and has obtained a minimum score of at least 5 for each item.

AREA: CURRICULUM (General Curriculum Standards)

See also: *Pre-Kindergarten Content Practice Standards*

GOAL: Curriculum is defined as *everything the staff does with children.* The curriculum should be developmentally appropriate and designed for active involvement by children in the learning process. Young children learn through play, active manipulation of the environment, concrete experiences, and communicating with peers and adults. The curriculum should provide a well-balanced variety of activities and materials that encourage these behaviors and are appropriate to each child's age, background, and stage of development and individual considerations, including disabilities.

This section addresses general curriculum standards for preschool programs, including daily routines and broad curriculum goals. Programs are expected to meet the following general curriculum standards, and also to document the use of the *Pre-kindergarten Content Practice Standards.*

The following checklist for **CURRICULUM** is provided for your self-assessment.	
A. The program provides opportunities for CURRICULUM PLANNING.	
	1. The program has a complete educational program directed toward the development of cognitive, social, emotional, physical, and communication skills in a manner and at a pace consistent with the needs and capabilities of the individual child.
	2. There is documentation that the program utilizes the *Pre-kindergarten Content Practice Standards*, evidenced through written plans that demonstrate a wide range of activities designed to support a developmentally appropriate instructional program/curriculum.
	3. Written plans describe whole group activities (teacher-initiated activities), as well as interest area/activity center plans (child-initiated activities) for engaging children in the thematic exploration/study that provides for developmentally appropriate and integrated learning experiences to address development.
	4. The daily group time and activity center plans indicate appropriate adaptations/modifications that are necessary for children with disabilities to meet their IEP goals.
	5. At least weekly, classroom staff discusses the curriculum and plans for individual children's needs and growth.
	6. The program uses a pre-kindergarten curriculum that is research-based, supports interrelated development and addresses the *Pre-kindergarten Content Practice Standards* in the following domains: a. Cognitive (Math, Science, and Social Studies) b. Creative Arts c. Health and Physical d. Language and Literacy e. Social and Emotional
	7. The program has addressed the requirements of ECERS-R, Item 41 through self-assessment and on-site monitoring, and has obtained a minimum score of at least 5 for each item.

B. There are a variety of ACTIVITY AREAS.	
	1. Areas are provided to accommodate and facilitate developmentally appropriate learning activities, including but not limited to, block building, dramatic play, art, music, science, technology, math, literacy, sand/water play, woodworking, and manipulatives.
	2. Activity areas are accessible and modified/adapted to accommodate the needs of children with disabilities.
	3. Time and space are available both indoors and outdoors for physical skill development and gross motor activities.
	4. The program has addressed the requirements of ECERS-R, Items 15, 19, 20, 21, 22, 23, 24, 25, 26, 27 through self-assessment and on-site monitoring, and has obtained a minimum score of at least 5 for each item.
C. Goals are adapted to meet INDIVIDUAL NEEDS.	
	1. Curriculum goals allow for a variety of learning styles and diverse abilities and are based on the individual needs and interests of children enrolled.
	2. Experiences are provided that support the lifestyle, cultural, and linguistic background of the children enrolled while increasing their knowledge of other backgrounds.
	3. Activities and routines are designed to accommodate Individualized Educational Program (IEP) services and therapies within the classroom as integrated services.
	4. Each child is viewed as having an individual pattern and timing of development and activities and materials increase in complexity and challenge as the children's understanding and skills develop.
	5. The program has addressed the requirements of ECERS-R, Items 28 and 37 through self-assessment and on-site monitoring, and has obtained a minimum score of at least 5 for each item.
D. There is a STRUCTURE that provides opportunities for activities that meet the variety of learning needs of young children.	
	1. The daily schedule provides the following activities in accordance with LA State Bulletin 741:
	a) indoor/outdoor including both gross and fine motor activities
	b) quiet/active
	c) individual/small group/ large group
	d) child-initiated/staff-directed
	2. Most materials are visible and readily accessible so children can remove and replace materials independently or with minimal assistance.
	3. The amount of time spent in large-group, teacher-directed activity is limited.
	4. Children have opportunity to play alone or with several chosen peers, if preferred.
	5. A private area is available for children who need time alone.
	6. There is a regular daily routine/schedule posted.
	7. Children are prepared for transitions, which occur in a timely, predictable manner to meet individual needs.
	8. Children are not always expected to move as a group from one activity to another.
	9. The program has addressed the requirements of ECERS-R, Items 3, 34, 35, and 36 through self-assessment and on-site monitoring, and has obtained a minimum score of at least 5 for each item.

AREA: ASSESSMENT

GOAL: Assessment of pre-kindergarten students should be used to plan for and modify program activities to address the specific needs of individual children. To help determine the needs of the individual students when planning for instruction, classroom teachers should maintain a portfolio on each student. Children of this age should not be given a pencil and paper test.	
The following checklist for Assessment is provided for your self-assessment.	
A. Student assessment should be used to PLAN FOR AND MODIFY the instructional program.	
	1. Any assessment instruments used are valid, reliable, culturally sensitive and individually administered by trained personnel.
	2. Information from assessments is used to plan/modify program activities to address the specific needs of individual children.
	3. To help determine the needs of the individual students when planning for instruction, classroom teachers are required to maintain a portfolio on each student. The portfolio will contain, but not be limited to, the following:
	• **Work samples**, including items such as photos or tapes of child created products (e.g., block creations, sculptures, dramatizations, child interviews), actual (or copies of) developmental writing samples, or other items to document child development;
	• **Anecdotal records,** including informal notes on the child's problem solving and critical thinking behaviors related to classroom, social, and academic interactions;
	• **Checklist and inventories** for recording observations of child behaviors and skills that are research-based, such as the *Creative Curriculum Developmental Continuum, High/Scope Child Observation Record* (COR), *Work Sampling Systems* (WSS);
	• **Parent conferences,** including information on the child provided by the parent and conference notes;
	• **Health screening reports;**
	• **Referral records** for support services.
	4. Portfolios are kept up-to-date in the classroom and are available for review by the child's parent/guardian and appropriate LEA and State Department personnel.

AREA: COLLABORATION

GOAL: Collaboration implies that responsibility for the care and education of young children extends beyond the immediate family and beyond any one agency. The providers of early childhood programs and related family services differ in each local community. Successful collaborations support activities across public and private domains. Collaboration can serve to start and build a local network of programs that support the diverse needs of pre-kindergarten children and their families.

The following checklist for **COLLABORATION** is provided for your self-assessment.

A. COLLABORATION IS ENHANCED among the local school system and community programs and services that serve pre-kindergarten age children and their families.

	1. The LEA holds meetings at least quarterly to collaborate with all other governmentally funded and privately funded providers of early childhood education (such as Head Start) and care serving children residing within jurisdiction of the LEA.
	2. The program has a plan to maximize existing services in the community to meet the specific needs of four-year-old children in the areas of education, health, and support services.
	3. The interagency meetings provide a forum to ensure interagency communication and coordination, (i.e., share ideas and concerns, problem solve to arrive at solutions to meet the early education and care needs of the community).
	4. The interagency meetings provide a forum for discussing age, individually, and culturally appropriate curriculum and assessment.
	5. The interagency meetings develop a plan to provide cross-programmatic professional development opportunities to acquire continuing education in areas related to early education and care.
	6. The group plans family involvement and appropriate educational opportunities.
	7. The interagency group plans to provide smooth transitions for children from one setting to another.

B. Collaborating partners share a MISSION AND COMMITTMENT.

	1. Members representing a range of community interests and different provider agencies are included in the collaboration.
	2. Members have discussed their differences in orientation and philosophy and the missions of all partner agencies.
	3. The LEA and the collaboration have completed a needs assessment that includes demographics, an analysis of existing resources and a description of unmet needs of children and families within the jurisdiction of the LEA.
	4. The collaborating partners have developed a shared vision and mission to which all member agencies and groups are committed.
	5. The collaborating partners have written a mission statement.
	6. The members have identified long-term and short-term goals for their collaborative efforts.
	7. Member agencies and other groups have committed resources and time to facilitate the goals of collaboration.

C.	**PROCEDURES have been developed to facilitate the goals of the collaboration.**
	1. Formal, written interagency agreements have been developed with all collaborating partners.
	2. Guidelines for resolving conflicts have been developed.
	3. There is a clearly defined decision-making process in the collaboration.
	4. Leadership roles are well defined and shared.
	5. Regular meetings are held on at least a quarterly basis.
	6. Scheduling and location of the meetings are accessible to all members.
	7. There is a process for raising issues and concerns to be included in the meeting agendas.
	8. New efforts are "piggybacked" on other ongoing activities as much as possible.
	9. Tasks are defined in concrete and doable terms.
	10. Working groups are established to address specific projects.
	11. A set of bylaws has been adopted to govern group membership and meetings.
D.	**COMMUNICATION is enhanced within the collaboration and to the community.**
	1. An effort is made to document and monitor progress to report to the community.
	2. A formal process for internal communication, including documentation of decision-making has been established.
	3. Collaborating partners share contacts and resources to improve communication with the community.
	4. Conflicts are acknowledged and addressed, in order to keep communication open.
	5. Plans are developed to do regular outreach and share information with non-partner agencies in the community.
	6. A variety of means is used to communicate with families about available services.
	7. Attention is paid to issues of language and literacy in any publicity.
	8. Communication has been established with other nearby communities.
E.	**There is open COMMUNICATION BETWEEN THE COLLABORATION AND THE STATE DEPARTMENT OF EDUCATION.**
	1. The LEA and collaborating partners share information about progress or challenges with personnel at the Louisiana Department of Education.
	2. The LEA and collaborating partners receive technical assistance from the Louisiana Department of Education to enhance collaboration and improve quality of programs and services.

CONTENT STANDARDS

This section contains content standards, which are organized alphabetically into five domains of development:

- **Cognitive Development**
  - **Mathematical Development**
  - **Science Development**
  - **Social Studies Development**
- **Creative Arts Development**
- **Health and Physical Development**
- **Language and Literacy Development**
- **Social and Emotional Development**

The five developmental domains are designed to be interdependent and must be considered as a whole when considering the development of pre-kindergarten children. Each developmental domain includes the following:

- **Content Practice Standards** — describes the broad outcomes that children should achieve a high-quality preschool experience.

- **Developmental Profile Indicators** -- specifies what most pre-kindergarten children should be able to do by the end of their pre-kindergarten experience.

- **Links** -- Each content practice standard is aligned with the Louisiana K-4 Content Standards and other relevant state and national standards.

The content practice standards provide the pre-kindergarten personnel with a common understanding of what young children should know and do. It is designed to be a guide for designing and implementing a curriculum that will facilitate learning and skill acquisition in each pre-kindergarten child. Skills such as letter, numbers, shapes, colors, etc., should not be taught in isolation, but integrated throughout the curriculum.

The content practice standards and developmental profile indicators are based on research in developmentally appropriate practice for preschool children. In developing these standards, the *Accreditation Standards of the National Association for the Education of Young Children (NAEYC)* and the *Head Start Performance Standards* were reviewed. *The Early Childhood Environment Rating Scale, Revised Edition (ECERS-R)* was also reviewed and linked to the appropriate content practice standards.

DEVELOPMENTALLY APPROPRIATE PRACTICES

Developmentally Appropriate Practices Include:	Developmentally Appropriate Practices DO NOT Include:
• Learning centers / Free choice centers	• Timed rotation / Teacher selected
• Concrete learning experiences with real items	• Workbooks or ditto sheets
• Balance of student-initiated and teacher-directed activities in instructional day	• Teacher-directed activities are more than 35% of the instructional day
• Actively engaged learners	• Passive quiet learners
• Language and talking are encouraged daily	• Classrooms are quiet most of the day
• Cozy inviting environments	• Sterile cold environments
• Daily outdoor gross motor time / Adults are interacting with the children to facilitate learning	• Recess / Adults are On Duty
• Individual creative art expressions	• Patterned art / Art projects are uniform (all look the same)
• Language / Literacy rich activities that encourage phonological awareness	• Alphabet letters taught through rote drill or Letter of the week
• Hands-on math activities	• Rote drill of numbers, shapes, colors, etc.
• Use a variety of materials that are changed frequently to meet the needs and interests of the children	• Same materials and equipment used daily throughout the school year
• Adult-Child Interactions encourage learning through open-ended questions, extending conversations, reasoning, etc.	• Adult-Child Interactions are minimal, unpleasant, non-responsive, inappropriate, or only to control behavior
• Use of TV, videos and computers are related to classroom events, appropriate, limited to short periods of time and adult interaction occurs	• TV, videos, and computers are not related to classroom events, used inappropriately, no alternative activities are used, and no adult interaction occurs
• Teacher uses a variety of strategies and meaningful activities to develop skills and concepts	• Teacher uses direct instruction to teach and isolates the skills and concepts
• Assessment is ongoing / Portfolios are used that include anecdotal records, work samples, photographs, etc.	• Isolated testing / Worksheets

* For more Developmentally Appropriate Practices refer to ECERS-R, NAEYC guidelines, and Bulletin 741.

Content Standards Sample Page

Domains describe the aspect of development for each standard.

COGNITIVE DEVELOPMENT

Skill Areas define each **Content Area** more specifically.

The **Developmental Profile Indicators** specifies what most preschool children should be able to know and be able to do by the end of their preschool experiences.

Content Areas are specified for each **Domain**.

CONTENT PRACTICE STANDARDS	DEVELOPMENTAL PROFILE INDICATORS	LINKS
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc..
MATHEMATICAL DEVELOPMENT		
Number Concepts:		
Understand numbers, ways of representing numbers and relationships between numbers and numerals.	**PK-CM-N1* Compare numbers of objects** **Examples:** • Compare objects in groups, such as: shoes which tie and do not tie • Compare number of boys to girls • Compare unifix towers to each other **PK-CM-N2 Perform one-to-one correspondence** **Examples:** • Put pegs in each hole of pegboard • Set the table • Hand out snacks to each child	**Louisiana K-4 State Standards:** • N-1-E; N-9-E **NAEYC Criterion:** • B-5d; B-8; B-7c; B-7d **ECERS-R Items:** • 26(5.1), 26(5.4), 26(7.1), 26(7.2) **Head Start Performance Standards:** • 1304.21 (a) (4) (iv); 1304.21 (c) (1) (iii) **Head Start Child Outcomes:** • Domain 3

A **Content Practice Standard** describes the broad outcomes that children should achieve through a high quality preschool experience.

Indicators define a **Content Practice Standard** more specifically so that it can be measured. Each indicator is coded by Domain, Content Area, and Skill. For example, PK-CM-N1 means Pre-Kindergarten – Cognitive Math – Number 1.

Examples are tips on how to structure the curriculum and environment to assist a child's optimal performance.

Each **Content Practice Standard** is aligned with the Louisiana K-4 Content Standards and other relevant state and national standards.

* **PK-CM-N1 means Pre-Kindergarten – Cognitive Math - Number 1**

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COGNITIVE DEVELOPMENT

MATH DEVELOPMENT

SCIENCE DEVELOPMENT

SOCIAL STUDIES DEVELOPMENT

MATHEMATICAL DEVELOPMENT

INTRODUCTION

Young children develop mathematical concepts through meaningful and concrete experiences that are broader in scope than numerals and counting. In an inclusive, developmentally appropriate play-based environment, pre-kindergarten children will have opportunities to acquire and understand mathematical skills and concepts using hands-on experiences. They will have access to a wide variety of tools and technologies that foster the understanding of mathematics in real-life situations.

Early childhood teachers must be flexible during daily routines and strive to capture teachable moments using open-ended questioning techniques to expand mathematical concepts. These teachers must also facilitate activities that address and extend young children's developmental levels.

Accommodations for children with special needs:

1. **Simplify a complicated task by breaking it into smaller parts or reducing the number of steps**
2. **Use shorter but more frequent activities and routines**
3. **Add new activities and specific activities as needed to meet individual needs**

NOTE: <u>Partial participation</u> is considered appropriate for children with special needs, according to their abilities.

COGNITIVE DEVELOPMENT

CONTENT PRACTICE STANDARDS	DEVELOPMENTAL PROFILE INDICATORS	LINKS
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
MATHEMATICAL DEVELOPMENT		
Number Concepts:		
Understand numbers, ways of representing numbers and relationships between numbers and numerals	**PK-CM-N1* Compare numbers of objects** **Examples:** • Compare objects in groups such as: shoes which tie and do not tie • Compare number of boys to girls • Compare unifix towers to each other • Begin to use names of numbers in play such as: "I need two more blocks." **PK-CM-N2 Perform one-to-one correspondence** **Examples:** • Put pegs in each hole of pegboard • Set the table • Hand out snacks to each child **PK-CM-N3 Count by rote** **Examples:** • Sing counting songs • Count in rhymes, fingerplays, poems, stories, etc.	**Louisiana K-4 Content Standards:** N-1-E N-9-E **NAEYC Criterion:** B-8, B-5d, B-7c, B-7d **ECERS-R Items:** 26(5.1), 26(5.4), 26(7.1), 26(7.2) **Head Start Performance Standards:** 1304.21 (a) (4) (iv) 1304.21 (c) (1) (ii) **Head Start Child Outcomes:** Domain 3

***PK-CM-N — Pre-Kindergarten – Cognitive Math – Number Concepts**

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STAGES OF MATH DEVELOPMENT

2-3 YEAR OLDS:

- begin to understand the use of numbers as they hear others using them
- understand the use of numbers through exploring objects
- work large-piece puzzles
- understand direction and relational words
- recognize geometric shapes, like a circle
- sequence up to three items

3-4 YEAR OLDS:

- recognize and express quantities like *some, more, a lot,* and *another*
- begin to have a sense of time
- recognize familiar geometric shapes in the environment
- sort objects by one characteristic
- rote count to 5
- notice and compare similarities and differences
- use words to describe quantity, length, and size

4-5 YEAR OLDS:

- play number games with understanding
- count objects to 10 and sometimes to 20
- identify the larger of two numbers
- answer simple questions that require logic
- recognize more complex patterns
- position words
- sort forms by shape
- compare sizes of familiar objects not in sight
- work multi-piece puzzles

5-6 YEAR OLDS:

- begin to understand concepts represented in symbolic form
- can combine simple sets
- begin to add small numbers in their heads
- rote count to 100 with little confusion
- count objects to 20 and more
- understand that the number is a symbol that stands for a certain number of objects
- classify objects by multiple attributes
- can decide which number comes before, or after, another number

Source: ***The Portfolio and Its Use: A Road Map for Assessment*** **by Southern Early Childhood Association**

COGNITIVE DEVELOPMENT

CONTENT PRACTICE STANDARDS	DEVELOPMENTAL PROFILE INDICATORS	LINKS
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
MATHEMATICAL DEVELOPMENT		
Number Concepts: (continued...)		
	PK-CM-N4* Begin to count objects **Examples:** • Count manipulatives • Count days on the calendar • Count children to line up for field trip • Count the number of children present each day **PK-CM-N5 Begin to recognize numerals** **Examples:** • Identify some numerals in their environment • Discriminate between letters and numerals by sorting • Play number games **PK-CM-N6 Begin to demonstrate estimation skills** **Examples:** • Estimate how many scoops of sand will fill a pail • Place a small number of items in a see-through container and ask children to estimate number and record the estimate • Estimate how many eggs fit in a strawberry basket	
***PK-CM-N — Pre-Kindergarten – Cognitive Math – Number Concepts**		

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COGNITIVE DEVELOPMENT

CONTENT PRACTICE STANDARDS	DEVELOPMENTAL PROFILE INDICATORS	LINKS
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
MATHEMATICAL DEVELOPMENT		
Measurement:		
Uses non-standard units to measure and make comparisons	**PK-CM-M1* Experience, compare, and use language relating to time** **Examples:** • Use different types of timers • Participate in discussions about the daily schedule • Begin to use words to describe time intervals such as: yesterday, today, and tomorrow **PK-CM-M2 Anticipate, remember, and describe sequences of events** **Examples:** • Recall daily schedule • Count down days to an event • Retell sequential events in a story and/or activity **PK-CM-M3 Use mathematical language to describe experiences involving measurement** **Examples:** • Use comparison terms such as: heavy/light; long/short; more/less; big/little, etc.	**Louisiana K-4 Content Standards:** M-1-E M-2-E M-3-E M-4-E M-5-E **NAEYC Criterion:** B-8, B-5d, B-7c, B-7d **ECERS-R Items:** 26(5.1), 26(7.1), 26(7.2) **Head Start Performance Standards:** None Applicable **Head Start Child Outcomes:** Domain 3

***PK–CM-M – Pre-Kindergarten – Cognitive Math – Measurement**

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COGNITIVE DEVELOPMENT

CONTENT PRACTICE STANDARDS	DEVELOPMENTAL PROFILE INDICATORS	LINKS
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
MATHEMATICAL DEVELOPMENT		
Measurement: (continued...)		
	PK-CM-M4* Measure objects in the physical world using non-standard units of measurement **Examples:** • Use hands to measure objects • Use string to measure child's height or circumference of an object such as: pumpkin, watermelon, orange, etc.	
Geometry and Spatial Sense:		
Develop an understanding of geometrical and spatial concepts	**PK-CM-G1* Recognize, name, describe, compare, and create basic shapes.** **Examples:** • Combine unit blocks to make shapes • Go on shape scavenger hunt • Use shapes to make pictures **PK-CM-G2 Identify shapes to describe physical world** **Examples:** • Identify shapes of objects in the environment such as: the classroom door is a rectangle, etc. • Identify roof in photo of house as a triangle	**Louisiana K-4 Content Standards:** G-1-E G-2-E G-4-E **NAEYC Criterion:** B-8, B-5d, B-7c, B-7d **ECERS-R Items:** None applicable

***PK–CM-M -- Pre-Kindergarten – Cognitive Math – Measurement**
PK–CM-G – Pre-Kindergarten – Cognitive Math – Geometry and Spatial Sense

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COGNITIVE DEVELOPMENT

CONTENT PRACTICE STANDARDS	DEVELOPMENTAL PROFILE INDICATORS	LINKS
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
MATHEMATICAL DEVELOPMENT		
Geometry and Spatial Sense: (continued...)		
	PK-CM-G3* Describe and interpret spatial sense: positions, directions, distances, and order **Examples:** • Describe the position of people or things in relation to self or other objects • Give and follow directions using positional words • Describe the movement of objects such as: "The dog jumped over the fence."	**Head Start Performance Standards:** 1304.21 (a) (1) (iv) **Head Start Child Outcomes:** Domain 3
Data Collection, Organization, and Interpretation:		
Investigates, organizes, responds, and creates representations	**PK-CM-D1* Sort and classify materials by one or more characteristics** **Examples:** • Sort buttons by color • Group items with common characteristics • Return materials to shelf by matching objects to labels **PK-CM-D2 Collect and organize data about themselves, their surroundings, and meaningful experiences** **Examples:** • Create simple graphs (picture, bar, representational, venn diagrams) such as: leaves by type, favorite ice cream, etc. • Use webbing to collect information	**Louisiana K-4 Content Standards:** P-1-E P-2-E P-3-E D-1-E D-2-E D-3-E D-4-E **NAEYC Criterion:** B-5d, B-7c, B7-d, B-8 **ECERS-R Items:** None applicable

* **PK–CM-G** – Pre-Kindergarten – Cognitive Math – Geometry and Spatial Sense
PK–CM-D – Pre-Kindergarten – Cognitive Math – Data Collection, Organization, and Interpretation

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COGNITIVE DEVELOPMENT

CONTENT PRACTICE STANDARDS	DEVELOPMENTAL PROFILE INDICATORS	LINKS
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
MATHEMATICAL DEVELOPMENT		
Data Collection, Organization, and Interpretation: (continued...)		
	PK-CM-D3* Interpret simple representations in data **Examples:** • Participate in discussion about the calendar • Participate in discussion using information from child-created graphs • Participate in discussion about charts	**Head Start Performance Standards:** None Applicable **Head Start Child Outcomes:** Domain 3
Patterns and Relationships:		
Identify and create patterns	**PK-CM-P1* Recognize patterns in the physical world** **Examples:** • Go on shape walks to identify patterns in environment • Recognize patterns in snack kabobs • Identify patterns on common objects such as: flag, clothes, environmental patterns, etc.	**Louisiana K-4 Content Standards:** P-1-E P-3-E **NAEYC Criterion:** B-8, B-5d, B-7c, B-7d

* PK–CM-D -- Pre-Kindergarten – Cognitive Math – Data Collection, Organization, and Interpretation
PK–CM-P --- Pre-Kindergarten – Cognitive Math – Patterns and Relationships

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COGNITIVE DEVELOPMENT

CONTENT PRACTICE STANDARDS-	DEVELOPMENTAL PROFILE INDICATORS	LINKS
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
MATHEMATICAL DEVELOPMENT		
Patterns and Relationships: (continued...)		
	PK-CM-P2* Describe, copy, extend, create patterns and make predictions about patterns **Examples:** • Line up boy, girl, boy, girl … • Clap out patterns • Make patterns with manipulatives such as: lacing beads, unifix cubes, links, etc. • Tell what comes next in a pattern • Create musical patterns playing music on cans **PK-CM-P3 Seriate objects** **Examples:** • Place blocks in order from shortest to tallest • Place colored bears in order from smallest to largest	**ECERS-R Items:** None applicable **Head Start Performance Standards:** 1304.21 (a) (1) (iv) **Head Start Child Outcomes:** Domain 3
*PK–CM-P — Pre-Kindergarten – Cognitive Math – Patterns and Relationships		

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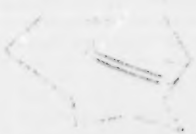

SCIENTIFIC DEVELOPMENT

INTRODUCTION

Young children are natural scientists. They easily become mesmerized by everyday happenings. Through varied and repeated opportunities to predict, observe, manipulate, listen, experiment with, reflect, and respond to open-ended questions, pre-kindergarteners make inferences and become higher-level thinkers.

Quality early childhood science programs require a balance of content and process, using multi-sensory experiences. In addition to science inquiry skills, pre-kindergarteners can begin to acquire a foundation of science concepts and knowledge on which they can build a clear understanding of their world. Early childhood teachers should look for opportunities to explore scientific concepts in all content areas.

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Accommodations for children with special needs:

1. Simplify a complicated task by breaking it into smaller parts or reducing the number of steps
2. Use shorter but more frequent activities and routines
3. Add new activities and specific activities as needed to meet individual needs

NOTE: Partial participation is considered appropriate for children with special needs, according to their abilities.

COGNITIVE DEVELOPMENT

CONTENT PRACTICE STANDARDS	DEVELOPMENTAL PROFILE INDICATORS	LINKS
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
SCIENTIFIC DEVELOPMENT		
Science as Inquiry:		
Begin to engage in partial and full inquiries.	**PK-CS-I1* Use prior knowledge and experiences to hypothesize, predict, generate questions, and draw conclusions about organisms and events in the environment.** **Examples:** • Generate questions about insects (KWL or Experience Charts) • Engage in spontaneous discussion (teachable moments) • Engage in discussion through questioning, after reading a nonfiction science book • Hypothesize or predict why certain phenomenon occurred **PK-CS-I2 Conduct simple scientific investigations** **Examples:** • Observe ice melting • Compare cars rolling down a ramp • Compare objects that sink and float **PK-CS-I3 Make observations using senses** **Examples:** • Taste test a variety of foods and describe tastes • Describe objects in feely box • Describe changes in weather	**Louisiana K-4 Content Standards:** SI-E-A1, A2, A3, A4, A5, A6 SI-E-B1, B2, B3, B4, B5, B6 **NAEYC Criterion:** B-5d, B-7c, B-7d, B-8 **ECERS-R Items** 25 (3.3), 25 (5.2), 25 (5.3), 25 (5.4), 25 (7.1), 25 (7.2) **Head Start Performance Standards:** 1304.21(a)(1)(i) 1304.21(a)(1)(iv) 1304.21(a)(2)(ii) 1304.21(a)(3)(i)(B) 1304.21(a)(4)(i) **Head Start Child Outcomes:** Domain 4

*PK-CS-I – Pre-Kindergarten – Cognitive Science – Inquiry

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COGNITIVE DEVELOPMENT

CONTENT PRACTICE STANDARDS	DEVELOPMENTAL PROFILE INDICATORS	LINKS
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
SCIENTIFIC DEVELOPMENT		
Science as Inquiry:		
	PK-CS-I4* Employ equipment and tools to gather data and extend sensory observations **Examples:** • Sift soil with sieve to find organisms in soil • Observe objects using color paddles • Balance objects in scale to determine which is heavier, lighter, etc. **PK-CS-I5 Collect, interpret, communicate data and findings from observations and experiments in oral and written formats** **Examples:** • Communicate scientific information in a variety of ways (graph, tally, web, draw pictures, oral report) • Create models of objects in the environment • Participate in discussions where points of view are openly shared **PK-CS-I6 Use appropriate scientific vocabulary related to topics** **Examples:** • Describe the common physical changes of melting, freezing, and evaporating. • Identify life cycle of butterfly using scientific terms (egg, chrysalis etc.)	

***PK-CS-I – Pre-Kindergarten – Cognitive Science – Inquiry**

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COGNITIVE DEVELOPMENT

CONTENT PRACTICE STANDARDS	DEVELOPMENTAL PROFILE INDICATORS	LINKS
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
SCIENTIFIC DEVELOPMENT		
Physical Science:		
Begin to acquire scientific knowledge related to physical science	**PK-CS-P1* Begin investigating states of matter: solids, liquids, and gases** **Examples:** • Sort and classify objects by their state of matter • Participate in block play using a variety of types of blocks (wooden unit blocks, cardboard blocks, foam blocks) • Participate in a variety of sand and water activities • Observe what happens to objects when filled with gases • Explore three states of water: ice (solid), water (liquid), and steam (gas) **PK-CS-P2 Describe objects by their physical properties** **Examples:** • Describe objects according to size, shape, color, or state of matter • Describe characteristics of sand and water during sand and water play • Describe what happens when bottles filled with objects suspended in liquids are moved in various ways such as: dirt in water, confetti in Karo syrup, etc.	**Louisiana K-4 Content Standards:** SI-E-A1, A2, A3, A4 S1-E-B1, B2, B3, B4, B5 PS-E-A1, A2, A3, A4 PS-E-C6, C7 **NAEYC Criterion:** B-5d, B-7c, B-7d, B-8 **ECERS-R Items:** 25(5.3), 25(5.4), 25(7.1), 25(7.2) **Head Start Performance Standards:** 1304.21(a)(1)(i) 1304.21(a)(1)(iv) 1304.21(a)(2)(ii) 1304.21(a)(3)(i)(B) 1304.21(a)(4)(i) **Head Start Child Outcomes:** Domain 4

***PK-CS-P – Pre-Kindergarten – Cognitive Science – Physical Science**

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COGNITIVE DEVELOPMENT

CONTENT PRACTICE STANDARDS	DEVELOPMENTAL PROFILE INDICATORS	LINKS
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
SCIENTIFIC DEVELOPMENT		
Physical Science: (continued...)		
	PK-CS-P3* Explore the physical world using five senses **Examples:** • Take a walk exploring the environment using the senses of sight, touch, smell, and/or sound -- describe findings • Match things during a tasting, touching, smelling party • Listen to and identify environmental, animal, or voice sounds **PK-CS-P4 Explore simple machines, magnets, and sources of energy** **Examples:** • Explore magnets, magnifying glasses, balance scales, gears, pulleys, mirrors, wind-up toys, etc. • Discuss what makes things run by answering open-ended questions (car-gas, waterwheel-water, lamp-electricity)	
Life Science:		
Begin to acquire scientific knowledge related to life science	**PK-CS-L1* Explore, observe, and describe a variety of living things** **Examples:** • Catch insects and place in bug catchers • Use magnifying glass to observe insects • Keep a class pet and/or plants in the classroom • Observe the effect of darkness and light on growing plants	**Louisiana K-4 Content Standards:** SI-E-A1, A2, A3, A4 SI-E-B1, B2, B3 PS-E-A1, A2, A3, A4 PS-E-C6, C7 LS-E-A1, A2, A6 LS-E-B1

***PK-CS-P – Pre-Kindergarten – Cognitive Science – Physical Science**
PK-CS-L – Pre-Kindergarten – Cognitive Science – Life Science

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COGNITIVE DEVELOPMENT

CONTENT PRACTICE STANDARDS	DEVELOPMENTAL PROFILE INDICATORS	LINKS
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
SCIENTIFIC DEVELOPMENT		
Life Science: (continued...)		
	PK-CS-L2* **Explore, observe, and describe a variety of non-living things** **Examples:** • Compare live insects to plastic insects • Make collections of non-living things such as: rocks, sea shells, buttons, etc. • Sort examples of living and nonliving things **PK-CS-L3** **Explore, observe, describe, and participate in a variety of activities related to preserving their environment** **Examples:** • Participate in constructing a compost heap • Participate in planting a tree • Participate in a campus cleanup day • Participate in collecting items to recycle **PK-CS-L4** **Begin to develop an awareness and understanding of plant and animal life cycles and how the life cycles vary for different reasons** **Examples:** • Plant and maintain a butterfly garden • Read non-fiction age appropriate books about life cycles • Observe life cycles of larvae, tadpoles, or mealworms	**NAEYC Criterion:** B-5d, B-7c, B-7d, B-8 **ECERS-R Items:** 25(5.3), 25(5.4), 25(7.1), 25(7.2) **Head Start Performance Standards:** 1304.21(a)(1)(i) 1304.21(a)(1)(iv) 1304.21(a)(2)(ii) 1304.21(a)(3)(i)(B) 1304.21(a)(4)(i) **Head Start Child Outcomes:** Domain 4

*PK-CS-L – Pre-Kindergarten – Cognitive Science – Life Science

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COGNITIVE DEVELOPMENT

CONTENT PRACTICE STANDARDS	DEVELOPMENTAL PROFILE INDICATORS	LINKS
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
SCIENTIFIC DEVELOPMENT		
Earth and Space Science:		
Begin to acquire scientific knowledge related to earth science	**PK-CS-ES1* Investigate, compare, and contrast seasonal changes in their immediate environment** **Examples:** • Draw, write, and/or dictate a message in journal about what they see, feel, and do in certain kinds of weather or over a period of time • Dress-up in a variety of seasonal clothing in the dramatic play center • Play a lotto game about the seasons **PK-CS-ES2 Discover through observation that weather can change from day to day** **Examples:** • Graph each day's weather • Keep weather journal • Read a thermometer to determine temperature • Keep a record of the day's temperature either from the newspaper, home, or outside thermometer **PK-CS-ES3 Use vocabulary to describe major features of the earth and sky** **Examples:** • Listen to and retell stories about the earth, sky, land formations, and bodies of water such as: *In the Night Sky, Happy Birthday Moon, Good Night Moon, In a Small, Small Pond, In the Tall, Tall Grass, Swimmy, Big Al, The Tiny Seed* • Discuss things in the day and night time sky • Observe and discuss shadows at various times of the day	**Louisiana K-4 Content Standards:** SI-E-A1, A2, A3, A4 SI-E-B1, B2, B3, B4, B5 ESS-E-A1, A4 ESS-E-B1 **NAEYC Criterion:** B-5d, B-7c, B-7d, B-8 **ECERS-R Items:** 25(5.3), 25(5.4), 25(7.1), 25(7.2) **Head Start Performance Standards:** 1304.21(a)(1)(i) 1304.21(a)(1)(iv) 1304.21(a)(2)(ii) 1304.21(a)(3)(i)(B) 1304.21(a)(4)(i) **Head Start Child Outcomes:** Domain 4

*PK-CS-ES – Pre-Kindergarten – Cognitive Science – Earth and Space Science

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SOCIAL STUDIES DEVELOPMENT

INTRODUCTION

For young children the foundation for learning in social studies and history begins with the child's personal experiences and understanding of the relationship of self to home and family. Their understanding then gradually expands to include the people they meet in school, neighborhood, community, and the larger world. Teachers need to identify children's current knowledge and understanding. The pre-kindergarten curriculum needs to focus on concepts that are related to the child's immediate experience.

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Accommodations:

1. Provide adaptive equipment and materials where needed to accommodate children's special needs
2. Assure that the classroom and school environments are handicapped accessible and meet the needs of all children
3. Use appropriate verbal, visual, and physical cues in all the activities to meet the special needs of individual children

NOTE: Partial participation is considered appropriate for children with special needs, according to their abilities.

COGNITIVE DEVELOPMENT

CONTENT PRACTICE STANDARDS	DEVELOPMENTAL PROFILE INDICATORS	LINKS
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
SOCIAL STUDIES DEVELOPMENT		
Civics:		
Develop community and career awareness	**PK-CSS-C1* Recognize community workers and increase awareness of their jobs** **Examples:** • Identify different community workers by the uniform worn or the equipment used • Participate in field trips to observe community workers • Listen to guest speakers, such as: a firefighter, a police officer, etc. • Dress-up and role play different types of community workers **PK-CSS-C2 Identify his/her role as a member of family/class** **Examples:** • Participate in classroom duties • Describe experiences shared within the family • Participate in role playing	**Louisiana K-4 Content Standards** C-1D-E3, E4 **NAEYC Criterion:** A-4a, A-9, B-7a, B-7h **ECERS-R Items:** 33(7.2) **Head Start Performance Standards:** 1304.21(c)(1)(ii) **Head Start Child Outcomes:** Domain 6
***PK-CSS-C – Pre-Kindergarten – Cognitive Social Studies - Civics**		

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COGNITIVE DEVELOPMENT

CONTENT PRACTICE STANDARDS	DEVELOPMENTAL PROFILE INDICATORS	LINKS
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
SOCIAL STUDIES DEVELOPMENT		
Economics:		
Develop an understanding of how basic economic concepts relate to their everyday lives	**PK-CSS-E1* Demonstrate an awareness of money being used to purchase things** **Examples:** • Use pretend money to purchase things in a dramatic play grocery store, bank, post office, etc.	**Louisiana K-4 Content Standards** E-1A-E3 **NAEYC Criterion:** None Applicable **ECERS-R Items:** None Applicable **Head Start Performance Standards:** None Applicable **Head Start Child Outcomes:** None Applicable

***PK-CSS-E – Pre-Kindergarten – Cognitive Social Studies -Economics**

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COGNITIVE DEVELOPMENT

CONTENT PRACTICE STANDARDS	DEVELOPMENTAL PROFILE INDICATORS	LINKS
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
SOCIAL STUDIES DEVELOPMENT		
Geography:		
Develop an understanding of location, place, relationships within places, movement, and region	**PK-CSS-G1* Include representations of roads, bodies of water, and buildings in their play** **Examples:** • Use blue paper for a lake in the block area • Drive toy cars on roads made from blocks **PK-CSS-G2 Use words to indicate directionality, position, and size** **Examples:** • Correctly use and respond to words such as: *left*, *right*, *first*, *last*, *big*, *little*, *top*, *bottom*, etc. • Verbalize location of objects that are hidden during a Hide and Seek game **PK-CSS-G3 Develop awareness of the world around them** **Examples:** • Recognize some common symbols of state and country, such as the shape of Louisiana or United States, the Louisiana or American flag, etc. • Observe the path a letter travels when teacher shows route on the map • Answer questions about where they went on a trip or other places they have lived	**Louisiana K-4 Content Standards** G-1B-E1 **NAEYC Criterion:** B-7h **ECERS-R Items:** 22(7.1) **Head Start Performance Standards:** 1304.21(c)(1)(ii) **Head Start Child Outcomes:** Domain 6

***PK-CSS-G – Pre-Kindergarten – Cognitive Social Studies - Geography**

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COGNITIVE DEVELOPMENT

CONTENT PRACTICE STANDARDS	DEVELOPMENTAL PROFILE INDICATORS	LINKS
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
SOCIAL STUDIES DEVELOPMENT		
History:		
Develop an understanding of the concept of time	**PK-CSS-H1* Use words to describe time (*yesterday, today, tomorrow*)** **Examples:** • Use statements like, "I'm getting a bike today!" or "My birthday is tomorrow!" • Use statement like, "The field trip was yesterday."	**Louisiana K-4 Content Standards:** H-1A-E1 **NAEYC Criterion:** None applicable **ECERS-R Items:** None applicable **Head Start Performance Standards:** 1304.21(c)(1)(ii) **Head Start Child Outcomes:** None Applicable
***PK-CSS-H – Pre-Kindergarten – Cognitive Social Studies - History**		

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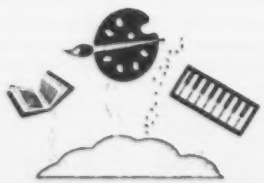

CREATIVE ARTS DEVELOPMENT

INTRODUCTION

Creative development opens an avenue for the application of individual ideas, feelings, and expressions. In the pre-kindergarten classroom, creative development will be integrated into all curriculum areas to develop an appreciation for the arts and as a way to conduct classroom activities to meet the expectations in all content areas.

In a developmentally appropriate classroom, creative development fosters creative and individual expression, self-esteem, imagination, and appreciation of cultural diversities. With the introduction of the various components – music/movement, dramatic expression, and visual arts – the pre-kindergarten child is encouraged to explore and express him/herself creatively.

On a daily basis, young children are given opportunities for creative endeavors, emphasizing the experience rather than the outcome. These endeavors should be concrete, hands-on learning activities, offered in a risk-free environment where all children are encouraged to express themselves freely.

Accommodations for children with special needs:

1. Provide materials that can be easily adapted for independent participation
2. Materials should be easily accessible to encourage participation
3. Adapt the environment to promote participation, engagement, and learning
4. Provide opportunities for interaction with typically developing peers

NOTE: Partial participation is considered appropriate for children with special needs, according to their abilities.

STAGES OF ART DEVELOPMENT

SCRIBBLING STAGE: (3 to 4 years of age)

Child use crayons, markers and paint in zigzag fashion and circular motions. Later, the scribbles become more controlled. Their work is exploratory. Color is unrealistic. The child begins to draw symbols like circles, crosses and lines.

PRESCHEMATIC STAGE: (4 to 7 years of age)

Age 4 – The child begins to show definite forms in representing a person, making a circle for the head and two vertical lines for legs. Sometimes there is a mouth, arms, hands, feet or shoes. Objects are drawn at random and they are not in sequence or proportion. At this stage, form is more important than color. As children progress through this stage, size becomes more proportional, and they gain more brush control as their paintings begin to look more like illustrations.

Age 7 – Child has established a mental picture of an object that is repeated with each painted repetition of the object. For example, each time the child paints a house, it will look very much like all the other houses he/she painted.

SCHEMATIC STAGE: (6 to 9 years of age)

At this stage, sky lines (usually blue) and base lines (usually green) appear on the top and bottom of drawings. Items drawn between these lines usually are proportional, and they are on the base line as appropriate.

Source: *The Portfolio and Its Use: A Road Map for Assessment* by Southern Early Childhood Association

CREATIVE ARTS DEVELOPMENT

CONTENT PRACTICE STANDARDS	DEVELOPMENTAL PROFILE INDICATORS	LINKS
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
MUSIC AND MOVEMENT		
Music Appreciation:		
Develop an appreciation for music	**PK-MM-MA1* Listen to a variety of musical genre – jazz, classical, country, lullaby, patriotic, instrumental, vocal, etc.** **Examples:** • Hear a variety of diverse music throughout the day (arrival time, circle time, transitions, lunch, nap, snacks) • Participate in musical listening games to hear differences in sounds (vocal, instrumental, sounds of instruments, and other genre types) • Attend and view live performances • Become aware of the lives and art forms of various musical artists **PK-MM-MA2 Respond to variations in music – pitch, volume, tempo, beat, rhythm, and pattern** **Examples:** • Observe a musician demonstrating different musical variations • Reproduce a musical variation heard with rhythm instruments, computer program, or vocally	**Louisiana K-4 Content Standards:** CE-1M-E1, E3, E4, E5 AP-2M-E1, E3, E4 HP-3M-E1, E3, E4 CA-4M-E1, E2, E3, E5 **NAEYC Criterion:** A-8a, B-4, B-5d, B-7g, B-9, G-4 **ECERS-R Items:** 21(5.1), 21(5.2), 21(7.1), 21(7.2), 21(7.3) **Head Start Performance Standards:** 1304.21(a)(4)(ii) 1304.53 **Head Start Child Outcomes:** Domain 5
*PK-MM-MA – Pre-Kindergarten – Music and Movement – Music Appreciation		

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CREATIVE ARTS DEVELOPMENT

CONTENT PRACTICE STANDARDS	DEVELOPMENTAL PROFILE INDICATORS	LINKS
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
MUSIC AND MOVEMENT		
Music Expression:		
Become involved in musical expression	**PK-MM-ME1* Use music as an avenue to express thoughts, feelings, and energy** **Examples:** • Use props (scarves, streamers, instruments) to respond with expression to music • Record original songs that become part of a listening center • Draw a picture in response to how they feel as they listen to a variety of music **PK-MM-ME2 Participate in group singing, fingerplays, rhymes, poetry, and rhythm** **Examples:** • Participate in daily musical activities, games, instruments, singing, and books • Use musical instruments and props outdoors as an additional experience	**Louisiana K-4 Content Standards:** CE-1M-E1, E3, E4, E5 HP-3M-E1, E3, E4 CA-4M-E1, E2, E3, E5 **NAEYC Criterion:** A-8, A-6a, A-11, B-4, B-5d, B-7g, B-9, G-4 **ECERS-R Items:** 21(5.1), 21(5.2), 21(7.1), 21(7.2), 21(7.3) **Head Start Performance Standards:** 1304.21(a)(3)(i)(D) 1304.21(a)(3)(ii) 1304.21(a)(4)(ii) 1304.53 **Head Start Child Outcomes:** Domain 5

***PK-MM-ME – Pre-Kindergarten – Music and Movement – Music Expression**

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CREATIVE ARTS DEVELOPMENT

CONTENT PRACTICE STANDARDS	DEVELOPMENTAL PROFILE INDICATORS	LINKS
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
MUSIC AND MOVEMENT		
Creative Movement:		
Develop an appreciation for creative movement through observation, communication, and participation	**PK-MM-CM1* Observe various forms of movement** **Examples:** • View people, animals, and various objects that move in the world around them **PK-MM-CM2 Communicate words or concepts through movement** **Examples:** • Develop movements that express concepts (feelings and directions), words, and ideas • Play charades with prompts from teacher (stop, go, walk, come, angry, sad, hurry, surprise) **PK-MM-CM3 Show creativity using their bodies (dance, march, hop, jump, sway, clap, snap, stomp, twist, turn)** **Examples:** • Respond freely to music • Imitate various environmental movements such as animals, trees, water, etc. • Exhibit a variety of ways to move (forward, backward, sideways, etc.)	**Louisiana K-4 Content Standards:** CE-1M-E1, E3, E4, E5 CE-1D-E1, E3 HP-3D-E2 AP-2D-E1 **NAEYC Criterion:** A-6a, A-9, A-11, B-4, B-5d, B-7, B-7e, B-7g, B-8, G-4 **ECERS-R Items:** 16(7.1), 16(7.2) 21(5.1), 21(5.2), 21(7.1), 21(7.2), 21(7.3) **Head Start Performance Standards:** 1304.21(a)(4)(ii) 1304.53 **Head Start Child Outcomes:** Domain 5

*PK-MM-CM – Pre-Kindergarten – Music and Movement – Creative Movement

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CREATIVE ARTS DEVELOPMENT

CONTENT PRACTICE STANDARDS	DEVELOPMENTAL PROFILE INDICATORS	LINKS
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
VISUAL ARTS		
Visual Arts Appreciation:		
Develop an appreciation for visual arts	**PK-VA-VA1* Observe various forms of art expression (paintings, drawings, sculpture, prints, collages, and other art forms)** **Examples:** • View exhibits, books, Internet activities, and photographs of various art forms • Observe various artists who demonstrate different techniques and art media **PK-VA-VA2 Share various forms of art (sculpture, pencils, watercolors, clay, collage, pen and ink, etc.) found in their environment** **Examples:** • Point out various forms of media found in books, photographs/prints, on school site and on field trips • Experience various media in the classroom • Tell about an observation of an artist/crafter (quilter, taxidermist, illustrator, wood carver, ice sculptor, sculptor, designer) displaying/demonstrating his/her work	**Louisiana K-4 Content Standards:** CE-1VA-E1, E2, E4, E5 AP-2VA-E2, E3 HP-3VA-E3 **NAEYC Criterion:** A-8a, A-8b, A-9, B-4, B-5a, B-7, B-7e, B-7g, G-4 **ECERS-R Items:** 15(5.1), 20(5.1), 20(5.2), 20(7.1), 27(5.3), 27(7.1), 28(5.1) **Head Start Performance Standards:** 1304.21(a)(4)(ii) 1304.21(b)(3)(ii) 1304.53 **Head Start Child Outcomes:** Domain 5

*PK-VA-VA - Pre-Kindergarten - Visual Arts - Visual Arts Appreciation

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CREATIVE ARTS DEVELOPMENT

CONTENT PRACTICE STANDARDS	DEVELOPMENTAL PROFILE INDICATORS	LINKS
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
VISUAL ARTS		
Creative Expression:		
Develop confidence in their own creative expression through process-oriented experiences	**PK-VA-CE1* Participate in individual and group art activities** **Examples:** • Participate daily in creative art opportunities using water colors, collage materials, paints, paper, scissors, glue, crayons, stamp pads, templates, stencils, markers, and clay • Use a computer program and create a piece of art	**Louisiana K-4 Content Standards:** CE-1VA-E1, E2, E4, E5 AP-2VA-E2, E3 HP-3VA-E3 **NAEYC Criterion:** A-8a, A-8b, A-9, B-4, B-7, B-7e, B-7g, B-8, G-4 **ECERS-R Items:** 20(5.1), 20(5.2), 20(7.1), 20(7.2), 20(7.3) **Head Start Performance Standards:** 1304.21(a)(4)(ii) 1304.21(b)(3)(ii) 1304.53 **Head Start Child Outcomes:** Domain 5

***PK-VA-CE – Pre-Kindergarten – Visual Arts – Creative Expression**

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CREATIVE ARTS DEVELOPMENT

CONTENT PRACTICE STANDARDS	DEVELOPMENTAL PROFILE INDICATORS	LINKS
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
DRAMATIC ARTS		
Dramatic Appreciation:		
Develop an appreciation for the dramatic arts	**PK-DA-DA1* Attend a variety of dramatic performances** **Examples:** • View various forms of dramatic expression (puppetry, story-telling, dance, plays, pantomime, theater) **PK-DA-DA2 Participate in discussions of dramatic performances** **Examples:** • Engage in discussion during language experience story after attending a dramatic performance	**Louisiana K-4 Content Standards:** CE-1TH-E1, E2, E3 AP-2TH-E1, E2, E3 HP-3TH-E1 **NAEYC Criterion:** A-8a, A-8b, A-9, B-4, B-5a, B-7, G-4 **ECERS-R Items:** 24(5.1), 24(5.3), 24(7.1), 24(7.2), 24(7.3) **Head Start Performance Standards:** 1304.21 1304.53 **Head Start Child Outcomes:** Domain 5

***PK-DA-DA – Pre-Kindergarten – Dramatic Arts – Dramatic Arts Appreciation**

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CREATIVE ARTS DEVELOPMENT

CONTENT PRACTICE STANDARDS	DEVELOPMENTAL PROFILE INDICATORS	LINKS
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
DRAMATIC ARTS		
Dramatic Expression:		
Explore roles and experiences through dramatic play	**PK-DA-DE1* Role play or use puppets to express feelings, dramatize stories, try out social behaviors observed in adults, re-enact real-life roles and experiences** **Examples:** • Play in various interest centers with a variety of props, such as: home-living, fire station, police station, beauty parlor, grocery/department store, circus, fast food restaurant, doctor's office/hospital, bakery, gas station, florist, etc. • Role play problem solving in classroom situations, such as: taking turns, sharing, playing cooperatively, expressing feelings, appropriate behaviors and manners, etc. • Participate in various forms of dramatic expression from different cultures	**Louisiana K-4 Content Standards** CE-1TH-E1, E2, E3 AP-2TH-E1, E2, E3 HP-3TH-E1 **NAEYC Criterion:** A-6a, A-8a, A-8b, A-9, B-4, B-5a, B-7, B-8, G-4 **ECERS-R Items:** 15(5.2), 15(5.4) 24(5.1), 24(5.3), 24(7.1), 24(7.2), 24(7.3), 24(7.4) 28(5.1), 28(5.2), 28(7.2) **Head Start Performance Standards:** 1304.21(a)(1)(iii) 1304.53 **Head Start Child Outcomes:** Domain 5

***PK-DA-DE – Pre-Kindergarten – Dramatic Arts – Dramatic Expression**

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CREATIVE ARTS DEVELOPMENT

CONTENT PRACTICE STANDARDS	DEVELOPMENTAL PROFILE INDICATORS	LINKS
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
DRAMATIC ARTS		
Dramatic Expression: (continued...)		
	PK-DA-DE2* Participate in activities using symbolic materials and gestures to represent real objects and situations **Examples:** • Exhibit free expression and imagination in songs, stories, poems, and fingerplays, such as: scarves to represent birds; hands as thunder, raindrops, footsteps; sticks for wands, pointer, a horse, or a walking cane, etc.	

*PK-DA-DE – Pre-Kindergarten – Dramatic Arts – Dramatic Expression

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HEALTH AND PHYSICAL DEVELOPMENT

INTRODUCTION

Physical development and health and safety activities should be integrated into all curriculum areas. Activities should be structured to encourage pre-kindergarten children to explore their world, promote agility and strength, enhance neural processing, and develop general body competence and overall autonomy. Young children should be introduced to concepts that promote a healthy lifestyle, and they should be provided adequate age-appropriate indoor and outdoor space and facilities that allow them to experience a variety of developmentally appropriate physical activities.

The development of gross motor and fine motor skills is an integral part of the development of the pre-kindergarten child. These skills serve as the foundation for the development of the future academic skills such as writing and reading.

Accommodations for children with special needs:

1. Provide adaptive equipment and materials where needed
2. Assure that the classroom and school environments are easily accessible
3. Use appropriate verbal, visual, and physical cues in all the activities
4. Provide opportunities for interaction with typically developing peers

NOTE: Partial participation is considered appropriate for children with special needs, according to their abilities.

HEALTH AND PHYSICAL DEVELOPMENT

CONTENT PRACTICE STANDARDS	DEVELOPMENTAL PROFILE INDICATORS	LINKS
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
HEALTH DEVELOPMENT		
Health and Hygiene:		
Develop appropriate health and hygiene skills	**PK-HP-HH1* Show awareness of healthy lifestyle practices** **Examples:** • Understand that germs affect our daily lives • Understand that healthy bodies require rest, exercise, and good nutrition • Use napkin, tissue and other objects of hygiene • Wash hands before meals and snacks, and after toileting **PK-HP-HH2 Show awareness of good hygiene and personal care habits** **Examples:** • Use proper hand washing techniques • Use appropriate dental hygiene practices • Practice proper use of tissue • Use appropriate toileting skills • Demonstrate autonomy in personal care such as: self-dressing, taking care of personal belongings, cleaning up after activities	**Louisiana K-4 Content Standards:** 1-E-1, E-2 3-E-1, E-2 **NAEYC Criterion:** B-7f, B-11, H-17c **ECERS-R Items:** 10 (3.3) 13 (3.1), 13(7.1) **Head Start Performance Standards:** 1304.21(a)(1)(V) 1304.23(b)(3) **Head Start Child Outcomes:** Domain 8

***PK-HP-HH** – Pre-Kindergarten – Health and Physical Development – Health and Hygiene

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HEALTH AND PHYSICAL DEVELOPMENT

CONTENT PRACTICE STANDARDS	DEVELOPMENTAL PROFILE INDICATORS	LINKS
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
HEALTH DEVELOPMENT		
Nutrition:		
Become aware of good nutritional practices	**PK-HP-N1* Exhibit knowledge that some foods are better for your body than others** **Examples:** • Engage in discussions about healthy and unhealthy foods • Make selections of foods that are healthy and recognize that some foods are not healthy • Participate in nutritious cooking activities	**Louisiana K-4 Content Standards** 1-E-2, E-5 3-E-1 6-E-3 **NAEYC Criterion:** I-3 **ECERS-R Items:** 10(7.1), 10(7.3) **Head Start Performance Standards:** 1304.21(c)(1)(iii) 1304.23(c)(1) **Head Start Child Outcomes:** Domain 8
*PK-HP-N – Pre-Kindergarten – Health and Physical Development – Nutrition		

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HEALTH AND PHYSICAL DEVELOPMENT

CONTENT PRACTICE STANDARDS	DEVELOPMENTAL PROFILE INDICATORS	LINKS
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
HEALTH DEVELOPMENT		
Safety:		
Demonstrate safe behaviors in all situations	**PK-HP-S1*** **Identify potentially harmful objects, substances, or behaviors** **Examples:** • Know the difference between a medicine and harmful drugs • Know that objects such as weapons, syringes, matches, etc. can be dangerous and should not be touched **PK-HP-S2** **Be aware of and follow universal safety rules** **Examples:** • Follow classroom and school rules • Practice appropriate emergency drills (fire, tornado, bomb, 911, bus) • Follow basic safety rules: bus, bicycle, playground, crossing street, stranger awareness	**Louisiana K-4 Content Standards:** 1-E-2 3-E-2, E-3, E-4 5-E-4 6-E-3 **NAEYC Criterion:** B-7f **ECERS-R Items:** 14(5.1), 14(7.1), 14(7.2) **Head Start Performance Standards:** 1304.21(a)(6) **Head Start Child Outcomes:** Domain 8

*PK-HP-S – Pre-Kindergarten – Health and Physical Development - Safety

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HEALTH AND PHYSICAL DEVELOPMENT

CONTENT PRACTICE STANDARDS	DEVELOPMENTAL PROFILE INDICATORS	LINKS
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
PHYSICAL DEVELOPMENT		
Gross Motor:		
Develop coordination, balance, spatial awareness and strength through gross motor activities	**PK-HP-GM1* Exhibit body coordination and strength** **Examples:** • Engage in large motor activities such as: climbing stairs (alternating feet), marching, hopping, running, jumping, dancing, riding tricycles, pulling wagons, pushing wheelbarrows, and riding scooters • Use outdoor gross motor equipment (climbing apparatus, swings, tunnels, slide, etc.) safely and appropriately • Use open-ended materials (planks, wooden boxes, hollow blocks, etc.) to move about, build and construct **PK-HP-GM2 Exhibit balance and spatial awareness** **Examples:** • Engage in large motor activities that promote basic non-locomotion skills, spatial awareness and balance • Engage in manipulative activities that develop skills with a ball: bouncing, kicking, throwing, catching, rolling, etc. • Play simple group games	**Louisiana K-4 Content Standards** 1-P-1, P-2, P-3 3-P-1 5-P-3 **NAEYC Criterion:** B-4c, B-5d, B-7e **ECERS-R Items:** 7(7.1), 8(5.2), 8(7.2) **Head Start Performance Standards:** 1304.21(a)(5)(i) 1304.21(b)(3)(i) 1304.21(c)(1)(vii) **Head Start Child Outcomes:** Domain 8

*PK-HP-GM – Pre-Kindergarten – Health and Physical Development – Gross Motor

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HEALTH AND PHYSICAL DEVELOPMENT

CONTENT PRACTICE STANDARDS	DEVELOPMENTAL PROFILE INDICATORS	LINKS
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
PHYSICAL DEVELOPMENT		
Fine Motor:		
Develop coordination, spatial awareness, and strength through fine motor activities	**PK-HP-FM1* Strengthen and control small muscles in hands** **Examples:** • Work with play dough and clay • Squeeze wet sponges or use tongs to pick up objects • Tear paper **PK-HP-FM2 Exhibit manual coordination** **Examples:** • Use hands and fingers to act out fingerplays and songs • Use scissors and art materials • Snap, button, zip, etc. **PK-HP-FM3 Participate in eye-hand coordination activities** **Examples:** • Use beads, laces, and pegs • Cut paper with scissors • Complete simple puzzles • Use computer mouse • Scoop dry sand and pour into a bottle • Use a variety of items/textures	**Louisiana K-4 Content Standards:** 1-P-3 **NAEYC Criterion:** B-4c, B-5d, B-7e **ECERS-R Items:** 19(5.1), 19(5.3), 19(7.1) **Head Start Performance Standards:** 1304.21(a)(5)(ii) 1304.21(b)(3)(iii) **Head Start Child Outcomes:** Domain 8

*PK-HP-FM – Pre-Kindergarten – Health and Physical Development– Fine Motor

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LANGUAGE AND LITERACY DEVELOPMENT

INTRODUCTION

Language and literacy are composed of listening, speaking, writing, thinking, and reading. The foundations of language and literacy are critical to all other curriculum areas as well as to the individual's social and emotional development. Children develop the basis for communication in the early childhood years, beginning with nonverbal and social exchanges, then developing spoken language, moving to an understanding of how oral language is translated into written symbols, and finally learning to decode and create written symbols to develop literacy. A solid foundation in language development in the years before a child enters school will promote success in reading and writing in the future. Young children who have rich language and literacy experiences are less likely to have difficulties learning to read.

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Accommodations for children with special needs:

1. Provide good models of communication
2. Use special or adaptive devices to increase level of communication and/or participation
3. Use a favorite toy, activity or person to encourage communication and/or participation
4. Provide opportunities for interaction with typically developing peers

NOTE: Partial participation is considered appropriate for children with special needs, according to their abilities.

Beginning Reading Skills

Scientifically based reading research shows that it is important for preschool age children to experience the following language, cognitive, and early reading skills for continued school success:

1. **Phonological Awareness:** includes –
   - identifying and making oral rhymes;
   - identifying and working with syllables in spoken words through segmenting and blending;
   - identifying and working with "onsets" (all sounds of a word that come before the first vowel) and "rimes" (the first vowel in a word and all the sounds that follow) in spoken syllables;
   - identifying and working with individual sounds in spoken words (phonemic awareness).

2. **Oral Language:** development of expressive and receptive language, including vocabulary, the contextual use of speech and syntax, and oral comprehension abilities.

3. **Print Awareness:** knowledge of the purposes and conventions of print.

4. **Alphabet Knowledge:** recognize letters of the alphabet (not rote memory)

Source: Early Reading First Guidelines

Stages of Written Language Development

Children learn to write through a natural developmental progression. Each child should be allowed to progress at their own pace. There are at least six different stages of writing:

Stage 1 **Random Scribbling:** (2 and 3 years old)
Children make marks on paper with little muscular control.

Stage 2 **Controlled Scribbling:** (3 years old)
Children "write" across the paper in linear fashion, repeating patterns over again, showing increased muscular control.

Stage 3 **Letter-like Forms:** (3 and 4 year olds)
Children make mock letters. These are written lines of letters that have letter characteristics, but they are misshapen and written randomly, even covering the page. They pretend they are writing; in their work they separate writing from drawing. They have purpose to their letter-like forms.

Stage 4 **Letter and Symbol Relationship:** (4 year olds)
Children write letters to represent words and syllables. They can write their names. They know the word that represents their names. They can copy words. Reversals are frequent.

Stage 5 **Invented Spelling:** (4 and 5 year olds)
Children make the transition from letter forms to invented spelling. This requires organization of letters and words on the page. They use a group of letters to form a word. Many of the letters will be consonants. They understand that letters relate to sounds. Some punctuation appears. They can copy words from their environment.

Stage 6 **Standard Spelling:** (5, 6, and 7 year olds)
Most of the words the children use are written correctly; some add punctuation. They organize their words in lines with spaces between the words; they move from left to right, and from the top of the to the bottom.

Source: *The Portfolio and Its Use: A Road Map for Assessment* by Southern Early Childhood Association

LANGUAGE AND LITERACY DEVELOPMENT

CONTENT PRACTICE STANDARDS	DEVELOPMENTAL PROFILE INDICATORS	LINKS
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	LA K-4 Content Standards, LA Literacy Profile, ECERS-R, NAEYC, Head Start, etc.
Listening:		
Develop and expand listening skills	**PK-LL-L1*** **Listen with understanding to directions and conversations** **Examples:** • Respond to stories read to the whole class • Understand changes in the morning activity schedule being described by the teacher • Carry on a conversation with another person that develops a thought or idea expressed by the group earlier • Listen to tapes or CD's and show understanding through body language or by interacting with such **PK-LL-L2** **Follow directions that involve two- or three-step sequence of actions** **Examples:** • Repeat an instruction to a friend • Follow these instructions, "Wash your hands, then sit at the table." • Follow these instructions, "Get your coat, put it on, then sit next to your friend." • Follow directions given to the class, such as: "Take this note about our class trip home, have a family member sign it, and bring it back to me."	**Louisiana K-4 Content Standards:** ELA-1-E1 ELA-4-E2, E3, E5, E6, E7 **Louisiana Literacy Profile:** 1-10 **NAEYC Criterion:** A-1, A-2, A3a, A-3b B-7d **ECERS-R Items:** 18 (7.1) (7.2) **Head Start Performance Standards:** 1304.21 (a)(4)(iii) 1304.21 (a)(4)(iv) **Head Start Child Outcomes:** Domains 1 and 2

*PK-LL-L – Pre-Kindergarten – Language and Literacy Development -- Listening

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LANGUAGE AND LITERACY DEVELOPMENT

CONTENT PRACTICE STANDARDS	DEVELOPMENTAL PROFILE INDICATORS	LINKS
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	LA K-4 Content Standards, LA Literacy Profile, ECERS-R, NAEYC, Head Start, etc.
Listening (continued...)		
	PK-LL-L3* **Hear and discriminate the sounds of language in the environment to develop beginning phonological awareness** **Examples:** • Listen to and participate in many nursery rhymes, chants poems, fingerplays, and songs • Make up silly rhymes, such as: *funny bunny* or *silly willy* • Clap hands for each syllable in a word, such as: clap hands three times when saying *Su-zan-na* • Sing songs that segment words or accent beginning sounds, and with teacher, clap to the syllables • Play with sounds to create new words, such as: "Pass the bapkin napkin." (rimes) • Notice words that begin the same way, such as: "My name begins the same as *popcorn* and *pig*." (onsets) **PK-LL-L4** **Demonstrate understanding of new vocabulary introduced in conversations, activities, stories or books** **Examples:** • Listen to a variety of literature genre, including narratives, nursery rhymes, other poems, and informational books • Listen to read-aloud books that are characterized by less common vocabulary, more complex sentences, and concepts	

*PK-LL-L – Pre-Kindergarten – Language and Literacy Development -- Listening

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LANGUAGE AND LITERACY DEVELOPMENT

CONTENT PRACTICE STANDARDS	DEVELOPMENTAL PROFILE INDICATORS	LINKS
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	LA K-4 Content Standards, LA Literacy Profile, ECERS-R, NAEYC, Head Start, etc.
Listening (continued...)		
	PK-LL-L5* Engage in activities that offer the opportunity to develop skills associated with technology by viewing, comprehending, and using non-textual information **Examples:** • Listen to a story on a tape or a CD • Listen to recordings of age-appropriate stories while looking at a book • Use age-appropriate and interactive software programs when available	
Speaking:		
Communicate experiences, ideas, and feelings through speaking	**PK-LL-S1* Develop and expand expressive language skills** **Examples:** • Use different voices for characters in stories read aloud or told: such as *The Three Bears* and *The Three Billy Goats Gruff* • Role play activities where different levels of volume would be used, such as: when a baby is sleeping or when calling to someone standing far away • Participate as an equal partner in conversations by responding to others, making relevant comments, or providing more information when message is not understood • Talk through or explain reasoning when problem-solving (classroom materials, behaviors, etc.)	**Louisiana K-4 Content Standards** ELA-2-E1, E2 ELA-4-E1, E2, E5, E6, E7 **Louisiana Literacy Profile:** 11-23, 44-45, 48 **NAEYC Criterion:** B-7d

*PK-LL-L – Pre-Kindergarten – Language and Literacy Development – Listening
PK-LL-S – Pre-Kindergarten – Language and Literacy Development – Speaking

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LANGUAGE AND LITERACY DEVELOPMENT

CONTENT PRACTICE STANDARDS	DEVELOPMENTAL PROFILE INDICATORS	LINKS
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	LA K-4 Content Standards, LA Literacy Profile, ECERS-R, NAEYC, Head Start, etc.
Speaking: (continued...)		
	PK-LL-S2* Use new vocabulary in spontaneous speech **Examples:** • Incorporate words and phrases from books, stories, and activities into play • Incorporate story elements into play • Participate in class discussions of books, stories, and activities • Use new vocabulary introduced in a thematic study during play **PK-LL-S3 Ask and answer relevant questions and share experiences individually and in groups** **Examples:** • Dictate stories during small group time about experiences they have had • Ask simple questions, such as: "What's for lunch?" or "Can we play outside today?" • Ask questions to further their understanding, such as: "Where does the snow go when it melts?" or "Why does that man wear a uniform?" • Answer questions with a complete thought, such as: "I took a bus to school." or "I want purple and blue paint."	**ECERS-R Items:** 15 (7.1) (7.2) 17(5.1), 17(5.2), 17(7.1), 17(7.2) **Head Start Performance Standards:** 1304.21 (a)(4)(iii) 1304.21 (a)(4)(iv) **Head Start Child Outcomes:** Domains 1 and 2

*PK-LL-S – Pre-Kindergarten – Language and Literacy Development - Speaking

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LANGUAGE AND LITERACY DEVELOPMENT

CONTENT PRACTICE STANDARDS	DEVELOPMENTAL PROFILE INDICATORS	LINKS
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	LA K-4 Content Standards, LA Literacy Profile, ECERS-R, NAEYC, Head Start, etc.
Reading:		
Engage in activities that promote the acquisition of emergent reading skills	**PK-LL-R1* Actively engage in reading experiences** **Examples:** • Listen with interest to a story read or told by an adult or another child • Track along and verbalize as teacher points to individual words in shared reading (big books, songs, poems, recipes, etc.) • Retell familiar stories • Complete phrases about familiar stories • Ask questions about the illustrations in a book or about details in a story just heard • Choose and look at books independently • Act out familiar stories with props **PK-LL-R2 Retell information from a story** **Examples:** • Use words or pictures to begin to retell some story events in sequence • Dramatize familiar stories, such as: *Caps for Sale*; *Brown Bear, Brown Bear*; etc. • Relate the main thought of a story read several days before • Stage a puppet show based on a story read or told to the group	**Louisiana K-4 Content Standards** ELA-2-E1, E2 ELA-4-E1, E2, E5, E6, E7 **Louisiana Literacy Profile:** 11-23, 44-45, 48 **NAEYC Criterion:** B-7d **ECERS-R Items:** 15 (5.1), 15(7.1), 15(7.2) **Head Start Performance Standards:** 1304.21 (a)(4)(iii) 1304.21(a)(4)(iv) **Head Start Child Outcomes:** Domains 1 and 2

*PK-LL-R – Pre-Kindergarten – Language and Literacy Development – Reading

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LANGUAGE AND LITERACY DEVELOPMENT

CONTENT PRACTICE STANDARDS	DEVELOPMENTAL PROFILE INDICATORS	LINKS
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	LA K-4 Content Standards, LA Literacy Profile, ECERS-R, NAEYC, Head Start, etc.
Reading: (continued...)		
	PK-LL-R3* Demonstrate an understanding of print concepts and beginning alphabetic knowledge **Examples:** • Recognize and begin writing their own name, demonstrating that letters are grouped to form words • Pretend to read by pointing with a finger while reciting text • Look at books appropriately, turning one page at a time, left to right over text, going from top to bottom, front to back of book • Recognize familiar logos, such as McDonald's, Wal-Mart, etc. • Recognize book by cover **PK-LL-R4 Use emerging reading skills to make meaning from print** **Examples:** • Use illustrations to predict printed text, such as saying "And the wolf blew down the pig's house." • Make predictions about print content by using prior knowledge, pictures, text heard, and story structure skills	
*PK-LL-R – Pre-Kindergarten – Language and Literacy Development – Reading		

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LANGUAGE AND LITERACY DEVELOPMENT

CONTENT PRACTICE STANDARDS	DEVELOPMENTAL PROFILE INDICATORS	LINKS
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	LA K-4 Content Standards, LA Literacy Profile, ECERS-R, NAEYC, Head Start, etc.
Writing:		
Engage in activities that promote the acquisition of emergent writing skills	**PK-LL-W1* Experiment with a variety of writing tools, materials, and surfaces** **Examples:** • Draw or write using pencils, crayons, chalk, markers, rubber stamps, and computers • Draw or write using materials such as, brushes and water, feathers, roll-on bottles, shaving cream, and zip-lock bags filled with hair gel or paint • Draw or write on paper, cardboard, chalkboard, dry erase boards, wood, and concrete **PK-LL-W2 Use forms of shapes and letter-like symbols to convey ideas** **Examples:** • Use scribble writing and letter-like forms, especially those letters in their own name • Begin to represent ideas and experiences through drawing and early stages of writing, such as: "I ms u." • Attempt to connect the sounds in words with their written letter forms	**Louisiana K-4 Content Standards:** ELA-1-E5 ELA-2-E1, E2, E6 ELA-3-E1 **Louisiana Literacy Profile:** 51-55 **NAEYC Criterion:** B-7d **ECERS-R Items:** 16 (7.2) 19 (5.1) **Head Start Performance Standards:** 1304.21 (a)(4)(iv) **Head Start Child Outcomes:** Domain 2
*PK-LL-W – Pre-Kindergarten – Language and Literacy Development - Writing		

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LANGUAGE AND LITERACY DEVELOPMENT

CONTENT PRACTICE STANDARDS	DEVELOPMENTAL PROFILE INDICATORS	LINKS
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	LA K-4 Content Standards, LA Literacy Profile, ECERS-R, NAEYC, Head Start, etc.
Writing (continued....)		
	PK-LL-W3* Participate in a variety of writing activities focused on meaningful words and print in the environment **Examples:** • Use a variety of writing utensils and props to encourage writing in different centers such as: - Journals, sign-in sheets, name cards, cards with words and pictures in the writing center - Counter checks, grocery store advertisements with paper to make grocery list in the dramatic play center - Materials to make books, cards, or write messages in the art center - Paper, tape, dowels, and play dough to make signs or enhance structures in the block center • Paper or blank books to record observations of animals or results of experiments in the science center	

*PK-LL-W – Pre-Kindergarten – Language and Literacy Development - Writing

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LANGUAGE AND LITERACY DEVELOPMENT

CONTENT PRACTICE STANDARDS	DEVELOPMENTAL PROFILE INDICATORS	LINKS
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	LA K-4 Content Standards, LA Literacy Profile, ECERS-R, NAEYC, Head Start, etc.
Writing (continued....)		
	PK-LL-W4* Demonstrate an interest in using writing for a purpose **Examples:** • Pretend to write a prescription while playing clinic • Scribble writes next to picture • Tell teacher, "Write it down so everyone can read it." • Ask teacher, "How do I write Happy Birthday?" • Write own name on a drawing for a friend • Make deliberate letter choices during writing attempts • Draw a representation of a school bus getting a flat and explains picture. Make a book from the paper and write the school bus story using scribbles, letter-like symbols or letters to retell the school bus incident. • Create a recipe for a favorite snack • Compose notes/invitations to family/friends	
*PK-LL-W – Pre-Kindergarten – Language and Literacy Development - Writing		

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SOCIAL AND EMOTIONAL DEVELOPMENT

INTRODUCTION

One of the primary goals of a quality early childhood program is to foster social and emotional development in young children. Pre-kindergarten children need proper guidance to develop the ability to negotiate issues that occur, to take turns, to lead and follow, and to be a friend. They also need to learn how to deal with their feelings in a socially acceptable manner.

The social and emotional development of young children is strengthened when they feel good about themselves and have secure relationships with their parents, teachers, and peers. Other influences on this development are the relationships young children have with their families, their communities, their culture and their world. Since social and emotional development is such an important aspect of a pre-kindergarten child's development, it has been included as a separate section.

Accommodations for children with special needs:

1. Plan for and support appropriate social behaviors
2. Provide opportunities for social interactions with typically developing peers
3. Utilize peers as models and helpers, or to provide praise and encouragement

NOTE: Partial participation is considered appropriate for children with special needs, according to their abilities.

SOCIAL AND EMOTIONAL DEVELOPMENT

CONTENT PRACTICE STANDARDS	DEVELOPMENTAL PROFILE INDICATORS	LINKS
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
Self-Esteem:		
Develop a sense of one's own self-worth	**PK-SE-SE1* Respond to own name** **Examples:** • Look up, and/or make eye contact when called • Respond verbally when name is called **PK-SE-SE2 Stand up for own rights in an appropriate manner** **Examples:** • Say, "Stop! I had that first!" if toy is taken away • Say, "I didn't get one," or "I need one," if he/she needs or wants something • Say, "I want a turn," or "I didn't get a turn." **PK-SE-SE3 Recognize and express own feelings and respond appropriately (all emotions, happiness, surprise, anger, etc.)** **Examples:** • Be able to calm self down when angry and use words to express why – "I'm mad. You took my toy." **PK-SE-SE4 Demonstrate appropriate behaviors when completing a task or solving a problem** **Examples:** • Smile, express self verbally, or make eye contact with teachers or another child upon completion of task	**Louisiana K-4 Content Standards:** None applicable **NAEYC Criterion:** A-2, A-8b, A-9, A-11, B-7a, B-7b **ECERS-R Items:** None applicable **Head Start Performance Standards:** 1304.21(b)(2)(i) 1304.21(c)(1)(iv) 1304.21(c)(1)(v) **Head Start Child Outcomes:** Domain 6

*PK-SE-SE – Pre-Kindergarten – Social and Emotional Development – Self-Esteem

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SOCIAL AND EMOTIONAL DEVELOPMENT

CONTENT PRACTICE STANDARDS	DEVELOPMENTAL PROFILE INDICATORS	LINKS
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
Attitude:		
Develop a positive attitude toward life	**PK-SE-A1* Separate easily from parent** **Examples:** • Show pleasure in seeing teacher and other children upon arrival • Say goodbye to parent without undue stress • Engage in classroom activities when parent is gone **PK-SE-A2 Play well with other children** **Examples:** • Offer to help child carry something that is heavy • Participate with a group when deciding what roles to play in dramatic play • Share a book with a friend **PK-SE-A3 Respond sympathetically to peers who are in need** **Examples:** • Give a pat, friendly word or toy to a distressed child • Help someone find something he/she has lost • Invite another child to play when other children have rejected him/her **PK-SE-A4 Recognize the feelings of others and respond appropriately** **Examples:** • Laugh or smile when others are happy • Tell someone a child is sad because her mom left • Bring a truck book to someone who loves trucks	**Louisiana K-4 Content Standards:** None applicable **NAEYC Criterion:** A-6a, A-9, A-11, B-7a, B-7b **ECERS-R Items:** 31(7.2) 32(5.1), 32(5.3), 32(7.2) 33(5.1), 33(5.2), 33(7.1), 33(7.2) **Head Start Performance Standards:** 1304.21(a)(3)(i)(b) 1304.21(a)(3)(i)(d) 1304.21(c)(1)(iv) 1304.21(c)(1)(v) **Head Start Child Outcomes:** Domain 6

* PK-SE-A – Pre-Kindergarten – Social and Emotional Development - Attitude

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SOCIAL AND EMOTIONAL DEVELOPMENT

CONTENT PRACTICE STANDARDS	DEVELOPMENTAL PROFILE INDICATORS	LINKS
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
Cooperation:		
Develop skills which will teach them to cooperate	**PK-SE-C1* Develop increasing abilities to give and take in interactions** **Examples:** • Take turns in games or when using materials • Listen to others while they are speaking • Work with others to complete a task • Play cooperatively alongside other children **PK-SE-C2 Work or play cooperatively with other children with minimal direction** **Examples:** • Become involved with classroom materials without teacher prompting • Participate in group activities such as singing • Try new activities such as a new nursery rhyme or a fingerplay **PK-SE-C3 Respond appropriately during teacher-guided and child-initiated activities** **Examples:** • Respect others' feelings within the context of group play • Use acceptable ways of joining in an on-going activity or group • Wait his/her turn in playing games or using materials	**Louisiana K-4 Content Standards:** Not applicable **NAEYC Criterion:** A-3b, A-10, A-11, B-7a, B-8 **ECERS-R Items:** 29(7.3), 31(7.1), 33(5.1), 33(7.1), 33(7.2) **Head Start Performance Standards:** 1304.21(a)(3)(i)(b) 1304.21(a)(3)(i)(c) 1304.21(c)(1)(iv) **Head Start Child Outcomes:** Domain 1 and 6

*PK- SE- C – Pre-Kindergarten – Social and Emotional Development - Cooperation

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SOCIAL AND EMOTIONAL DEVELOPMENT

CONTENT PRACTICE STANDARDS	DEVELOPMENTAL PROFILE INDICATORS	LINKS
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
Cooperation: (continued...)		
	PK-SE-C4* Use conflict resolution strategies **Examples:** • Trade one toy for another • Ask teacher for help when dealing with others who are less able to resolve a conflict **PK-SE-C5 Develop appropriate listening skills** **Examples:** • Wait turn to speak • Demonstrate emerging ability to show sensitivity to peers and teacher as they speak in large or small settings	
Pro-social Behavior:		
Develop self-control and understand that actions have consequences	**PK-SE-PB1* Show progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming self, others, or property** **Examples:** • Begin to use socially acceptable means to resolve conflict • Move from physical to verbal responses in their interactions with other children • Express frustrations and anger effectively	**Louisiana K-4 Content Standards:** C-1A-E1 **NAEYC Criterion:** A-6a, A-8b, A-9, **ECERS-R Items:** 19(7.2) 22(7.2) 24(5.4) 31(7.1)

***PK-SE-C** – Pre-Kindergarten – Social and Emotional Development – Cooperation
PK-SE-PB – Pre-Kindergarten – Social and Emotional Development – Pro-social Behavior

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SOCIAL AND EMOTIONAL DEVELOPMENT

CONTENT PRACTICE STANDARDS	DEVELOPMENTAL PROFILE INDICATORS	LINKS
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
Pro-social Behavior: (continued...)		
	PK-SE-PB2* Develop a growing understanding of how their actions affect others and begin to accept consequences of their actions **Examples:** • Begin to demonstrate remorse • Leave a learning center or choose another learning center without protest when asked, due to inappropriate behavior **PK-SE-PB3 Demonstrate increasing capacity to follow rules and routines and use materials purposefully, safely and respectfully** **Examples:** • Respect and care for classroom environment and materials • Participate in snack time, nap or other routine activities without much delay or protest • Begin to verbalize and understand the reason for class rules • Return materials to appropriate place when task is complete	**Head Start Performance Standards:** 1304.21(c)(1)(iv) 1304.21(a)(3)(i)(c) **Head Start Child Outcomes:** Domain 6
Family:		
Develop a knowledge and understanding of self and family	**PK-SE-F1* Demonstrate knowledge of personal information** **Examples:** • Demonstrate or verbalize their age in a variety of ways • Say name when asked or sing name during name song • Share their gender verbally or demonstrate it in a variety of ways	**Louisiana K-4 Content Standards** None Applicable **NAEYC Criterion:** B-7a, 7h **ECERS-R Items:** 32(7.2)

* **PK-SE-PB** – Pre-Kindergarten – Social and Emotional Development – Pro-social Behavior
PK-SE-F– Pre-Kindergarten – Social and Emotional Development - Family

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SOCIAL AND EMOTIONAL DEVELOPMENT

CONTENT PRACTICE STANDARDS	DEVELOPMENTAL PROFILE INDICATORS	LINKS
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
Family: (continued...)		
	PK-SE-F2* Identify family composition and describes roles of family members **Examples:** • Discuss family members who live in and out of the home such as: "I live with my grandma, but I stay with my dad on the weekends." • Act out family roles in dramatic play center **PK-SE-F3 Discuss family traditions, practices and cultural roots of family members** **Examples:** • Share information about family celebrations • Tell stories, draw pictures, and/or verbally express family practices such as: "My family eats rice with every meal."	**Head Start Performance Standards:** 1304.21(a)(3)(i)(e) **Head Start Child Outcomes:** Domain 6
Diversity:		
Develop a respect for differences in people	**PK-SE-D1* Recognize themselves as unique individuals and become aware of the uniqueness of others** **Examples:** • State, "I have blue eyes. Jennifer has brown eyes." • Graph hair color or style, eye color, transportation to school, etc.	**Louisiana K-4 Content Standards:** None applicable **NAEYC Criterion:** B-7h **ECERS-R Items:** 24(7.2) 28(5.1), 28(5.2), 28(7.1), 28(7.2)

* PK-SE-F– Pre-Kindergarten – Social and Emotional Development - Family
PK-SE-D – Pre-Kindergarten – Social and Emotional Development - Diversity

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SOCIAL AND EMOTIONAL DEVELOPMENT

CONTENT PRACTICE STANDARDS	DEVELOPMENTAL PROFILE INDICATORS	LINKS
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
Diversity: (continued...)		
	PK-SE-D2* Demonstrate emerging awareness and respect for culture and ethnicity **Examples:** • Show interest in how people in different cultures live • Show pride in own culture and accept peers of different ethnicity • Participate in various cultural activities (stories, cooking. etc.)	**Head Start Performance Standards:** 1304.21(a)(1)(iii) 1304.21(a)(3)(i)(d) 1304.21(a)(3)(i)(e) **Head Start Child Outcomes:** Domain 6
	PK-SE-D3 Demonstrate emerging awareness and respect for abilities and disabilities **Examples:** • Show interest in how people with differing abilities live • Accept peers with different abilities • Participate in discussions and story telling experiences which deal with people with differing abilities	
	PK-SE-D4 Begin to demonstrate an understanding of social justice and social action issues **Examples:** • Understand and join in discussion about charities and/or charitable events the class can become involved in • Contribute to the penny drive for the homeless or bring cans for the food bank	

*PK-SE-D – Pre-Kindergarten – Social and Emotional Development - Diversity

PRE-K STANDARDS AT-A-GLANCE

COGNITIVE DEVELOPMENT – MATHEMATICAL	
NUMBER CONCEPTS	
PK-CM-N1	Compare numbers of objects
PK-CM-N2	Perform one-to-one correspondence
PK-CM-N3	Count by rote
PK-CM-N4	Begin to count objects
PK-CM-N5	Begin to recognize numerals
PK-CM-N6	Begin to demonstrate estimation skills
MEASUREMENT	
PK-CM-M1	Experience, compare, and use language relating to time
PK-CM-M2	Anticipate, remember, and describe sequences of events
PK-CM-M3	Use mathematical language to describe experiences involving measurement
PK-CM-M4	Measure objects in the physical world using non-standard units of measurement
GEOMETRY AND SPATIAL SENSE	
PK-CM-G1	Recognize, name, describe, compare, and create basic shapes
PK-CM-G2	Identify shapes to describe physical world
PK-CM-G3	Describe and interpret spatial sense: positions, directions, distances, and order
DATA COLLECTION, ORGANIZATION, AND INTERPRETATION	
PK-CM-D1	Sort and classify materials by one or more characteristics
PK-CM-D2	Collect and organize data about themselves, their surroundings, and meaningful experiences
PK-CM-D3	Interpret simple representations in data
PATTERNS AND RELATIONSHIPS	
PK-CM-P1	Recognize patterns in the physical world
PK-CM-P2	Describe, copy, extend, create patterns and make predictions about patterns
PK-CM-P3	Seriate objects

COGNITIVE DEVELOPMENT – SCIENCE	
SCIENCE AS INQUIRY	
PK-CS-I1	Use prior knowledge and experiences to hypothesize, predict, generate questions, and draw conclusions about organisms and events in the environment
PK-CS-I2	Conduct simple scientific experiments
PK-CS-I3	Make observations using senses
PK-CS-I4	Employ equipment and tools to gather data and extend sensory observations

PK-CS-I5	Collect, interpret, communicate data and findings from observation and experiments in oral and written format
PK-CS-I6	Use appropriate scientific vocabulary related to topics
PHYSICAL SCIENCE	
PK-CS-P1	Begin investigating states of matter: solids, liquids, and gases
PK-CS-P2	Describe objects by their physical properties
PK-CS-P3	Explore the physical world using five senses
PK-CS-P4	Explore simple machines, magnets, and sources of energy
LIFE SCIENCE	
PK-CS-L1	Explore, observe, and describe a variety of living things
PK-CS-L2	Explore, observe, describe, and participate in a variety of non-living things
PK-CS-L3	Explore, observe, describe, and participate in a variety of activities related to preserving their environment
PK-CS-L4	Begin to develop an awareness and understanding of plant and animal life cycles and how the life cycles vary for different reasons
EARTH AND SPACE SCIENCE	
PK-CS-ES1	Investigate, compare, and contrast seasonal changes in their immediate environment
PK-CS-ES2	Discover through observation that weather can change from day to day
PK-CS-ES3	Use vocabulary to describe major features of the earth and sky
COGNITIVE DEVELOPMENT – SOCIAL STUDIES	
CIVICS	
PK-CSS-C1	Recognize community workers and increase awareness of their jobs
PK-CSS-C2	Identify his / her role as a member of family / class
ECONOMICS	
PK-CSS-E1	Demonstrate an awareness of money being used to purchase items
GEOGRAPHY	
PK-CSS-G1	Include representations of roads, bodies of water, and buildings in their play
PK-CSS-G2	Use words to indicate directionality, position, and size
PK-CSS-G3	Develop awareness of the world around them
HISTORY	
PK-CSS-H1	Use words to describe time (yesterday, today, tomorrow)

CREATIVE ARTS DEVELOPMENT – MUSIC AND MOVEMENT	
MUSIC APPRECIATION	
PK-MM-MA1	Listen to a variety of musical genre – jazz, classical, country, lullaby, patriotic, instrumental, vocal, etc.
PK-MM-MA2	Respond to variations in music – pitch, volume, tempo, beat, rhythm, and pattern
MUSIC EXPRESSION	
PK-MM-ME1	Use music as an avenue to express thoughts, feelings, and energy
PK-MM-ME2	Participate in group singing, fingerplays, rhymes, poetry, and rhythm
CREATIVE MOVEMENT	
PK-MM-CM1	Observe various forms of movement
PK-MM-CM2	Communicate words or concepts through movement
PK-MM-CM3	Show creativity using their bodies (dance, march, hop, jump, sway, clap, snap, stomp, twist, turn)
CREATIVE ARTS DEVELOPMENT – VISUAL ARTS	
VISUAL ARTS APPRECIATION	
PK-VA-VA1	Observe various forms of art expression (paintings, drawings, sculpture, prints, collages, and other art forms)
PK-VA-VA2	Share various forms of art (sculpture, pencils, watercolors, clay, collage, pen and ink, etc.) found in their environment
CREATIVE EXPRESSION	
PK-VA-CE1	Participate in individual and group art activities
CREATIVE ARTS DEVELOPMENT – DRAMATIC ARTS	
DRAMATIC APPRECIATION	
PK-DA-DA1	Attend a variety of dramatic performances
PK-DA-DA2	Participate in discussions of dramatic performances
DRAMATIC EXPRESSION	
PK-DA-DE1	Role play or use puppets to express feelings, dramatize stories, try out social behaviors observed in adults, re-enact real-life roles and experiences
PK-DA-DE2	Participate in activities using symbolic materials and gestures to represent real objects and situations

HEALTH AND PHYSICAL DEVELOPMENT - HEALTH	
HEALTH AND HYGIENE	
PK-HP-HH1	Show awareness of healthy lifestyle practices
PK-HP-HH2	Show awareness of good hygiene and personal care
NUTRITION	
PK-HP-N1	Exhibit knowledge that some foods are better for your body than others
SAFETY	
PK-HP-S1	Identify harmful objects, substances, or behaviors
PK-HP-S2	Be aware of and follow universal safety rules
HEALTH AND PHYSICAL DEVELOPMENT - PHYSICAL	
GROSS MOTOR	
PK-HP-GM1	Exhibit body coordination and strength
PK-HP-GM2	Exhibit balance and spatial awareness
FINE MOTOR	
PK-HP-FM1	Strengthen and control small muscles in hands
PK-HP-FM2	Exhibit manual coordination
PK-HP-FM3	Participate in eye-hand coordination activities

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LANGUAGE AND LITERACY DEVELOPMENT	
LISTENING	
PK-LL-L1	Listen with understanding to directions and conversations
PK-LL-L2	Follow directions that involve two- or three-step sequence of actions
PK-LL-L3	Hear and discriminate the sounds of language in the environment to develop beginning phonological awareness
PK-LL-L4	Demonstrate understanding of new vocabulary introduced in conversations, activities, stories or books
PK-LL-L5	Engage in activities that offer the opportunity to develop skills associated with technology by viewing, comprehending, and using non-textual information

SPEAKING	
PK-LL-S1	Develop and expand expressive language skills
PK-LL-S2	Use new vocabulary in spontaneous speech
PK-LL-S3	Ask and answer relevant questions and share experiences individually and in groups
READING	
PK-LL-R1	Actively engage in reading experiences
PK-LL-R2	Retell information from a story
PK-LL-R3	Demonstrate an understanding of print concepts and beginning alphabetic knowledge
PK-LL-R4	Use emerging reading skills to make meaning from print
WRITING	
PK-LL-W1	Experiment with a variety of writing tools, materials, and surfaces
PK-LL-W2	Use forms of shapes and letter-like symbols to convey ideas
PK-LL-W3	Participate in a variety of writing activities focused on meaningful words and print in the environment
PK-LL-W4	Demonstrate an interest in using writing for a purpose

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SOCIAL AND EMOTIONAL DEVELOPMENT	
SELF-ESTEEM	
PK-SE-SE1	Respond to own name
PK-SE-SE2	Stand up for own rights in an appropriate manner
PK-SE-SE3	Recognize and express own feelings and respond appropriately (all emotions - happiness, surprise, anger, etc.)
PK-SE-SE4	Demonstrate appropriate behaviors when completing a task or solving a problem
ATTITUDE	
PK-SE-A1	Separate easily from parent
PK-SE-A2	Play well with other children
PK-SE-A3	Respond sympathetically to peers who are in need
PK-SE-A4	Recognize the feelings of others and respond appropriately

COOPERATION	
PK-SE-C1	Develop increasing abilities to give and take in interactions
PK-SE-C2	Work or play cooperatively with others with minimal direction
PK-SE-C3	Respond appropriately during teacher-guided and child-initiated activities
PK-SE-C4	Use conflict resolution strategies
PK-SE-C5	Ask and answer relevant questions and share experiences individually and in groups
PRO-SOCIAL BEHAVIOR	
PK-SE-PB1	Show progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming self, others, or property
PK-SE-PB2	Develop a growing understanding of how their actions affect others and begin to accept consequences of their actions
PK-SE-PB3	Demonstrate increasing capacity to follow rules and routines and use materials purposefully, safely and respectfully
FAMILY	
PK-SE-F1	Demonstrate knowledge of personal information
PK-SE-F2	Identify family composition and describe roles of family members
PK-SE-F3	Discuss family traditions, practices and cultural roots of family members
DIVERSITY	
PK-SE-D1	Recognize themselves as unique individuals and become aware of the uniqueness of others
PK-SE-D2	Demonstrate emerging awareness and respect for culture and ethnicity
PK-SE-D3	Demonstrate emerging awareness and respect for abilities and disabilities
PK-SE-D4	Begin to demonstrate an understanding of social justice and social action issues

GLOSSARY OF TERMS

Accommodations – Changes in the curricular material and experiences to accommodate a child's particular needs. Adaptations are not intended to alter the difficulty of the skill or area of development addressed. Such adaptations may enable children with disabilities to have experiences similar to those of their peers.

Child-Initiated Activities – Children are able to select their own centers, activities, materials, and companions, and are able to manage their own play independently. There is adult interaction in response to the children's developmental needs, as well as to introduce and reinforce concepts. This is also called ***free play.*** (Note: When children are assigned to centers by staff or the staff selects the activities, materials, etc., for the children, this ***is not*** considered a child-initiated or free play activity.)

Concrete Hands-on Learning Experiences – Learning experiences that emphasize choice, free exploration, interaction, and authenticity within a relevant and meaningful context. Such experiences emphasize the development of children's thinking, reasoning, decision-making and problem-solving abilities. Curriculum areas and skills are integrated in the context of the learning activities and experiences as opposed to being taught in isolation.

Content Practice Standards – Describes the broad outcomes that children should achieve through a high-quality preschool experience. Each Content Practice Standard is aligned with the Louisiana K-4 Content Standards and other relevant state and national standards.

Developmental Profile – Specifies what most preschool children should be able to know and be able to do by the end of their preschool experiences.

Developmentally Appropriate Practice – Quality care and education of young children based on:

1) Knowledge of how children develop and learn. This includes information about ages and stages of development as well as what materials, activities and interactions are important for each.
2) Knowledge of the individual child, including disabilities, and
3) Knowledge about the social, cultural and familial cultural context in which children are growing up.

Domain – Describe the aspect of development for each standard. Content Areas are specified for each Domain.

ECERS-R – *Early Childhood Environment Rating Scale – Revised.* A reliable and valid research based program quality assessment instrument. This scale is designed for use in classrooms serving children 2 ½ to 5 years of age. It is used to evaluate classroom environment as well as programmatic and interpersonal features that directly affect children and adults in the early childhood setting. The seven sub-scales of the ECERS-R include: *Space and Furnishings, Personal Care Routines, Language-Reasoning, Activities, Interactions, Program Structure, and Parents and Staff.*

Emerging Skills – Skills or abilities, which are not shown as being mastered but are present in a modified or limited form. Attention to emerging skills allows teachers to assess the developmental process and progress of students. Additionally, a focus on emerging skills is important in the planning of the environment and activities to facilitate development of skills.

Examples – Tips on how to structure the curriculum and environment to assist a child's optimal performance.

Free Play – See *Child-Initiated Activity.*

Head Start Child Outcomes Framework – This framework is intended to guide Head Start Programs in the ongoing assessment of the progress and accomplishments of children. The eight general Domains serve as building blocks that are important for school success. The Domains include: *Language Development, Literacy, Mathematics, Science, Creative Arts, Social and Emotional Development, Approaches to Learning and Physical and Health Development.*

Head Start Performance Standards – These standards used in Head Start Programs are based on sound child development principles about how children grow and learn. The varied experiences provided by the program support the continuum of children's growth and development in all domains.

Grapheme – This is the smallest part of ***written*** language that represents a phoneme in the spelling of a word.

Indicators – Define a Content Practice Standard more specifically so that it can be measured. Each indicator is coded by Domain, Content Area and Skill. For example, PK-CM-N1 means **P**re-**K**indergarten – **C**ognitive **M**ath – **N**umber 1.

Interest Center – An area in the classroom used during free play/ child-initiated activities. In each area, the materials are organized by type and are stored so that they are accessible to the children, shelves have picture/word labels, and the area is appropriately furnished. Interest centers can also be established outdoors.

Louisiana Literacy Profile – The Louisiana Literacy Profile provides teachers of children in grades K-3 with the means of observing and recording progress in a continuum of growth that is based on literacy behaviors. It informs instruction and promotes development of literacy behaviors.

Manipulatives – Materials that allow children to explore, experiment, and interact by using their hands or by mechanical means. These learning materials promote dexterity and eye-hand coordination while promoting problem-solving and higher levels of critical thinking. Such items include, but are not limited to, beads and laces, puzzles, small blocks, playdoh, lacing cards, and items that can be snapped, zipped or hooked together to name a few.

Modifications – Limiting, restricting, or altering materials, the environment or experiences without fundamentally changing the outcome or use of such. Modifications may enable children who are experiencing difficulty with a particular skill or an area of development to successfully achieve competence in these areas. Examples of modifications include offering a variety of levels of puzzles such as interlocking and pegged puzzles.

Multisensory Experiences – Experiences that allow children to respond to physical stimuli relating to more than one of the five senses. Included in these types of experiences would be cooking activities where the senses of sight, smell, taste, touch and hearing would all be involved.

NAEYC – National Association for the Education of Young Children. Links to the Louisiana Standards for Programs Serving Four-Year Olds are related to NAEYC's Guide to Accreditation (1998) which is a compilation of self-studies designed to guide programs through the accreditation process.

Non-standard Units of Measurement – Methods of measurement that do not include traditional means such as rulers, scales, clocks, etc. Non-standard units of measurement allow children to explore and thus understand the concept of measurement without being tied to exact numerical data. Items such as pieces of string, rows of blocks or pencils may serve as non-standard units to measure length; balances may help promote understanding of varying weights, and picture-graphs of daily routines allow children to understand the concept of time and passage of time.

Non-textual Information – Information expressed through the use of pictures, symbols or icons. Such information may be used by children to process information and to create mental images symbolic of real-world situations without the use of written text.

Onset – This is a part of spoken language that is smaller than a syllable but larger than a phoneme. It is the initial consonant sound of a syllable (The onset of ***bag*** is ***b-***; of ***swim, sw-***).

Open-ended Questioning – Questioning that promotes a child's development as opposed to mere information gathering. This method of questioning is used to motivate children to learn, inquire about and discover their world. Open-ended questioning prompts students to think about their responses and requires a more in-depth level of critical thinking in order to respond. These questions help the student to recognize a problem, analyze contributing factors and to consider a choice of optimal solutions. Open-ended questions are characterized by the words – "What if?", "How?" , "What would happen if?", "Why do you think?", "Is there another way?" etc.

Phoneme – This is the smallest part of ***spoken*** language that makes a difference in the meaning of words.

Phonemic Awareness - This term refers to the ability to hear, identify, and manipulate the individual sounds (phonemes) in spoken words. A child who possesses phonemic awareness can segment sounds in words and blend strings of isolate sounds together to form recognizable words.

Phonological Awareness - This is a broad term that includes phonemic awareness. In addition to phonemes, phonological awareness activities can involve work with rhymes, words, syllables, and other onsets and rimes.

Play-based Environment – A teaching-learning interactive environment through which play is the medium that children learn and make sense of their world. It provides a forum for children to learn to deal with the world on a symbolic level – the foundation for all subsequent intellectual development. In a play-based environment, children have the opportunity to gain a variety of social, emotional and physical skills. This type of environment is in contrast to the environment where learning is compartmentalized into the traditional content areas and children have little opportunity to actively explore, experiment and interact.

Print Concepts – Materials, activities, and props, etc. that prompt the ongoing process of becoming literate; that is, learning to read and write. Print concepts include exposure to textual information through books, stories, field trips, notes, labels, signs, chants, etc., and should be part of the emergent-literacy environment of all preschool classrooms.

Props – Materials used throughout the classroom to extend learning in any one of the interest areas or centers. Props added to an interest center are generally placed in the area in addition to standards items. Examples of props include: puppets that correlate with stories in the Library Center or phone books and recipe cards in the Dramatic Play Center. Such props allow children to engage in activities in which they can interact with other children, share and take turns, role-play and exercise their imaginations. Additionally, props added to interest centers help children accept responsibility for clean-up, break barriers for sex / culture stereotyping, and deal with age / stage personal relations.

Rime – The part of a syllable that contains the vowel and all that follows it (the rime of ***bag*** is ***–ag;*** of ***swim, -im***).

Self-help Tasks or Skills – These skills or tasks comprise a large portion of a young child's daily living tasks and are important in all areas of development. These skills include toileting, serving and eating meals and snacks, cleaning up their environment and grooming and dressing.

Skill Area – Defines each Content Area more specifically.

Spatial Sense or Spatial Awareness – The sense of orienting to one's environment. A sense of awareness of directionality as well as the child's relationship to self, the environment and others in that environment.

Substantial Portion of the Day – Free play/child-initiated activities are available to the children at least one third or 35% of the instructional day. Example: During a 6 hour instructional day, these activities are available at least 2 hours of the instructional day.

Syllable – A part of a word that contains a vowel or, in spoken language, a vowel sound.

Teacher-Directed Activity – The activities and/or materials are chosen for the children by the teacher to engage in educational interaction with small groups and individual children as well as with the whole group. (Examples: read a story, cooking activity, or science activity.)

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